

## **PART 4: PROJECT NARRATIVE**

### **SECTION A: QUALITY OF STATE-LEVEL ACTIVITIES**

#### **A. Quality of State-level Activities (i)**

In December 2010, the Montana Office of Public Instruction (MT OPI) received a Striving Readers Comprehensive Literacy grant to support the work of a MT Statewide Literacy Team to develop and implement a comprehensive literacy plan, the MT Literacy Plan (MLP), to address the needs of students from birth through grade 12. The MT Statewide Literacy Team was selected through an application process and includes 15 members from across the state with broad expertise in literacy implementation and leadership for students from birth through grade 12. The MT Statewide Literacy Team has held numerous meetings, worked together through ongoing conference calls, and has continually communicated through e-mail and a Wiki. In addition, the team has consulted with national literacy experts and accessed reports including the Institute of Educational Science (IES) Practice Guides and reports as well as evidence-based research and planning tools (see Appendices 1A, 1B), to develop an initial draft of the MLP. Because this team has overseen the development and implementation of the MLP, they will continue to oversee the development and implementation of the Montana Striving Readers Project (MSRP) as well as revisions to the MLP. See Appendix 6 for MT Statewide Literacy Team members and experience and expertise. The MLP components are clearly aligned with the grant requirements and priorities on pages 9 to 11 of the grant application and are deeply rooted in current federal and state programs and funding within the MT OPI. The MSRP is committed to implementing the MLP to dramatically improve literacy achievement for all subgrantees and to provide effective literacy instruction and support systems for all Montana LEAs (district-operated K-12 schools and special education preschools) and Head Start programs. Table 3, below, identifies the components of the MLP and the MT OPI's commitment to supporting the MSRP activities. See Table 12 (page 41) for management timeline with activities, indicators, and responsibilities for the listed activities.

**Table 3: Montana Literacy Plan**

<b>Components</b>	<b>MT OPI Statewide Divisions Team Support:</b> Division and Contact Person (See Appendix 6 for additional details)	<b>Activities</b> To ensure a coherent statewide approach to funding and effectively implementing literacy instruction for disadvantaged students.
<b>1. Leadership</b>	MT OPI Statewide Divisions Team	The MT OPI Implementation Team and the MT OPI Statewide Divisions Team will meet quarterly to share the project data and progress of meeting goals. Analysis of data will determine further supports needed from each division. This collaborative effort will greatly enhance buy-in and a statewide approach to effectively implementing the MLP.
<b>2. Standards</b>	MT OPI Statewide Divisions Team Accreditation Division Linda Peterson, Division Administrator	In addition, the MT OPI Implementation Team will meet quarterly with the accreditation division at the MT OPI to ensure that all MSRP funded schools have aligned materials and curricula to the MT Standards for English Language Arts and have incorporated their Action Plan (see Appendix 3) into the State OPI Mandated Comprehensive School Improvement Plan (CSIP).
<b>3. Instruction and Intervention</b>	MT OPI Statewide Divisions Team	In addition, the MT OPI Implementation Team will meet quarterly with the MT OPI Statewide Divisions Team to ensure a coherent approach to funding and implementing effective literacy instruction for all students, especially disadvantaged students.
<b>4. Assessment and Data-based Decision Making</b>	MT OPI Statewide Divisions Team Measurement and Accountability Division	In addition, the MT OPI Implementation Team and the specialist from the Division of Measurement and Accountability will meet the first Monday of every month to discuss the support needed for all funded schools and programs to effectively use the required MT OPI data systems.
<b>5. Professional Development</b>	MT OPI Statewide Divisions Team MT Statewide Literacy Team MT Statewide Community Partners Team	In addition, the MT OPI Implementation Team will meet quarterly with the MT OPI Statewide Divisions Team, MT Statewide Community Partners Team, and the MT Statewide Literacy Team to ensure a collaborative and coherent approach to professional development for educators who teach children from birth through grade 12.
<b>6. System-Wide Commitment</b>	MT OPI Statewide Divisions Team MT Statewide Literacy Team MT Statewide Community Partners Team	The MT OPI Implementation Team and the MT OPI Statewide Team will meet quarterly to share the project data and progress of meeting goals. Analysis of data will determine further supports needed from each division. This collaborative effort will enhance buy-in, and create a statewide approach to effectively implement the MLP.
<b>7. Community and Family Involvement</b>	Head Start (F), ECPPD (S), MPIRC (F) (S), PLUK (S), MEA/MFT (S), SAM (S), (see Appendix 6 for explanation of teams)	In addition, the MT OPI Implementation Team will meet quarterly to share program data. The state team and partners will establish more opportunities for early educators to learn, practice, and implement evidence-based instruction.

To ensure that the MSRP Goals (see Table 2, in Abstract) are achieved, the MSRP will

implement four systemic processes. These processes are designed to mirror the student assessments (outcomes, screening, benchmark, and progress monitoring) that each LEA (district-operated K-12 schools and special education preschools) and Head Start program will administer. In addition, these four systemic processes will be resources that the MT OPI Statewide Divisions Team will use with the LEAs and Head Start programs that are not subgrantees.

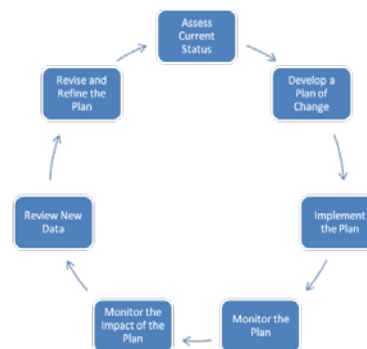
## **Systemic Processes**

**1. Continuous Improvement Components (CICs) Process of Evaluation:** There are seven implementation **outcomes**, or CICs, that each LEA and Head Start program will ultimately achieve and sustain through the MSRP. The CICs are based upon the seven components of the MLP (see Table 3, p. 2). The CICs reflect best practices that are grounded in evidence (see Appendix 1) and the MT OPI's experience in implementing the Reading Excellence Act (REA), Reading First (RF), Early Reading First (ERF), MT Response to Intervention (RTI) Project, and School Improvement. The three Implementation Teams are 1) the MT OPI Implementation Team, 2) the Instructional Consultant Implementation Team, and 3) the On-site Leadership Implementation Team. They will use these CICs to move LEAs and Head Start programs through the exploring and implementing phases and ultimately reach the sustaining phase where the CICs are achieved (See Appendix 5 for the CIC charts).

**2. Self-Assessment Process:** The leadership team of each LEA and Head Start program will complete a Self-Assessment (see Appendix 2) that will identify where they fit into the three phases of RTI Implementation (exploring, implementing, sustaining). (See p. 25 for Phases of Implementation.) This self-assessment **screening** will allow schools to more effectively write their plans and help the Implementation Teams to determine the exact support each LEA and Head Start program will need. The Self-Assessment will be administered during three **benchmark** periods (fall, winter, spring) to determine how much progress each LEA and Head Start program is making in reaching the sustaining phase. Self-Assessments serve to identify what a model implementation looks like, and what needs should be put into action. This systemic process will be valuable for all LEAs and Head Start programs regardless of whether they become subgrantees, because the Self-Assessment will provide a clear description of

differences between existing practices and evidence-based exemplars, and identify strengths and weaknesses of each program. The On-Site Leadership Implementation Team will: **1)** Complete a Self-Assessment, **2)** Determine next steps and requirements to implement an effective literacy plan that meets the state-level activities and the subgrant application, **3)** Share the results with the entire staff and obtain a minimum of 80 percent buy-in to demonstrate capacity for implementation, and **4)** Use the Self-Assessment as a framework for the subgrant application.

**3. Action Plan Development Process:** Each LEA and Head Start Program will complete an Action Plan (see Appendix 3) based on the needs identified within the Self-Assessments. The Action Plan will help the Implementation Teams **progress monitor** each LEA and Head Start program to ensure increases in student literacy proficiency are being made and movement is occurring from one phase of the implementation to another. The Action Plan serves as a guide to purposeful and effective implementation of those needs. The On-site Leadership Implementation Team will identify three to five clear action steps from the Self-Assessments. The action steps will define what is to be done, who will do it, and when it will be completed. This electronic document will serve as the guide as well as a record of what has been planned and what has been accomplished toward each component of the MLP (see Table 3, p. 2). Each LEA and Head Start program will continually reassess their next steps as part of the continuous school improvement cycle. The Action Plan will continually be addressed by re-examining needs and accomplishments. Next steps will then be created with accountability (what, who, when). The MT OPI Implementation Team will evaluate Action Plans to assure that each program is making progress toward meeting goals, and to provide support in the continuous school improvement cycle. Action Plans serve as progress monitoring for the LEA or Head Start program, as well as the MT OPI Implementation Team.



**4. Continuous School Improvement Plan Monitoring Process:** (see Appendix 7 for complete plan) The MT OPI Implementation Team will support schools through the Continuous School Improvement Plan

(CSIP). This problem-solving model is organized into seven problem-solving steps:

**1) Assess Current Status, 2) Develop a Plan of Change, 3) Implement the Plan, 4) Monitor the Implementation Plan, 5) Monitor the Impact of the Plan, 6) Review New Data, and 7) Revise and Refine the Plan.** These steps are cyclical and ongoing. Schools will identify needs through Teacher Surveys (see External Evaluation (p. 29) and Self-Assessments and collaborate with the MT OPI Implementation Team to develop next steps within their Action Plans. The four systemic processes will ensure all Implementation Teams and Statewide Teams (see Table 1, in Abstract) are working together to explore and implement the CICs to ensure a sustainable MLP for all LEAs and Head Start programs. **The Self-Assessments (see Appendix 2) and Action Plans (see Appendix 3) will ensure that the following seven CICs are effectively implemented throughout all phases of program implementation.**

#### **Montana Literacy Component 1: Leadership**

A significant amount of current educational research (see Appendix 1A) is centered on interpreting best practices in high-performing school districts. Best practices are defined as a coherent system of practices that can be easily observed, described, and replicated, and are tied to characteristics of effective, high-performing schools. Principals whose schools outperform other schools visit classrooms regularly, remind teachers of the value of specific instructional practices, promote literacy throughout the school, support family literacy programs, create a business-like atmosphere in the school, and expect improvement at all levels. Effective implementation of the CICs for leadership (see Appendix 5) will take place according to the following steps: **1) The principal will attend Statewide Workshops with the Implementation Teams, 2) The principal will use the iWalkthrough tool (see Appendix 1C) during regular walkthrough observations, and 3) The principal will be present during agenda times set by the MT OPI Implementation Team and Instructional Consultant Implementation Team during on-site support visits.** Research has shown that regular classroom observations by principals combined with meaningful dialogue, data analysis, and high-quality professional development can have a positive impact on instructional quality. Engineered to help schools make more informed decisions about teaching and learning, iWalkthrough provides both real-time and long-term feedback that can track instructional

improvements over time at the LEA and Head Start programs and for the entire MSRP project (see Appendix 1C)

### **Montana Literacy Component 2: Standards**

According to the Administrative Rules of Montana, 10.55.603, Curriculum and Assessment: “Local school districts shall incorporate all content and performance standards into their curriculum, implementing them sequentially and developmentally. School districts shall assess the progress of all students toward achieving content and performance standards in all program areas. Assessment of all students shall be used to examine the educational program and measure its effectiveness based on the content and performance standards.” The Montana Board of Public Education will begin the adoption process of the Common Core State Standards for English Language Arts in May 2011; the process will be complete in November 2011. Montana’s schools will begin the transition to these new standards in the 2011-2012 school year. Within this grant application, the Common Core State Standards for English Language Arts will be referred to as the MT Standards for English Language Arts. The transition to new MT Standards for English Language Arts will require districts to revise their curriculum. The curriculum realignment process that LEAs (district-operated K-12 schools and special education preschools) and Head Start programs will be required to go through will be supported by the Implementation Teams (see Table 1, in Abstract). The subgrant application will require LEAs and Head Start programs to identify where they are with their literacy curriculum development. The following outlines a process that LEAs and Head Start programs will follow with support from the Implementation Teams.

1. LEAs and Head Start programs establish curriculum committee(s)/alignment teams (subject area/grade level) Teachers will review standards and curriculum documents prior to meeting.
2. LEAs and Head Start programs use a template that contains MT Standards for English Language Arts, MT Early Learning Guidelines, and Developing Early Literacy: Report of the National Early Literacy Panel, to realign curriculum (see Appendices 8 and 9).
3. Committees review current LEA curriculum for alignment with the new standards. Gaps in LEA’s and Head Start program’s curriculum documents are identified and addressed by committee members.

4. Committees review LEA's and Head Start program's instructional materials, highlighting sections that reflect the new MT Standards for English Language Arts and MT Early Learning Guidelines and curriculum. Gaps in instructional materials are identified and addressed by Implementation Teams.
5. Committees discuss curriculum across grade levels to identify any overlap.
6. In regularly scheduled meetings, committees review the curriculum to determine needed changes. They provide ideas for improving the curriculum so that it better addresses the standards. In addition, they review supplementary materials and assessments.

Training will be provided on the curriculum revision process. LEAs and Head Start programs will be given support by the Implementation Teams throughout the realignment. Additional support, beyond the six-step process listed above, will be based on the level of need as identified in the Self-Assessment and outlined in the Action Plan towards the goal of having a sustained curriculum and material review process. Implementation Teams will: **1)** Provide trainings in the fall on the new MT Standards for English Language Arts, MT Early Learning Guidelines, and instruction in early literacy skills identified by the National Early Literacy Panel (see Appendix 1A), **2)** Provide trainings on aligning MT Standards for English Language Arts or MT Early Learning Guidelines and the National Early Literacy Panel Report (see Appendices 8 and 9), and **3)** Support LEAs and Head Start programs in using their alignment evaluation to demonstrate level of realignment with MT Standards for English Language Arts or Early Learning Guidelines for the subgrant application process.

### **Montana Literacy Component 3: Instruction and Intervention**

The Montana Striving Readers Project (MSRP) is grounded in effective literacy instruction (see Appendix 1A) and based upon the Common Core State Standards for English Language Arts (i.e., new MT Standards for English Language Arts). The standards define what all students are expected to know and be able to do, and were developed to help ensure that all students are college and career ready in literacy no later than the end of high school. Students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. Effective literacy instruction is “developmentally appropriate, explicit, evidence-

based, and systematic.” Evidenced-based instruction is instruction that is consistent with the principles of scientific research as defined in section 200(18) of the Higher Education Act of 1965.

### **Effective Literacy Instruction: Birth through Age 5**

The Report of the National Early Literacy Panel (2008) concluded that foundational reading and writing skills developed in the years from birth through age 5 have a clear and consistently strong relationship with later conventional literacy skills. Six variables representing early literacy skills had medium to large predictive relationships with later measures of literacy development: alphabet knowledge, phonological awareness, rapid automatic naming (RAN), writing or writing name, and phonological memory. Five more early literacy skills were moderately correlated with at least one measure of later literacy achievement: concepts about print, print knowledge, reading readiness, oral language, and visual processing. Based on the National Early Literacy Panel Report (2008), the MT Early Learning Guidelines, and the Montana Early Reading First project, MSRP early language and literacy instruction will consist of evidence-based oral language/vocabulary development (listening and speaking), phonological awareness, alphabet knowledge, print awareness and book knowledge, listening comprehension, and emergent writing skills (see Appendices 1A and 19). This developmentally appropriate, explicit, intentional, and systematic instruction will take place in playful language- and literacy-rich environments.

### **Effective Literacy Instruction: K-5**

Charged with conducting a rigorous and comprehensive review of reading research, the National Reading Panel (2000) produced a report focused on five essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension of literature and informational text. In addition to these components, MSRP includes effective literacy instruction in alphabet knowledge, print awareness, development of oral language skills, grammar, academic language, irregular word recognition, multisyllabic word recognition, spelling, and writing. Refer to Appendix 1A for a complete list of evidence-based research that provides a solid foundation for this application.



## **Effective Adolescent Literacy Instruction: Grades 6-12**

Respected educational researchers met in spring 2004 with representatives of Carnegie Corporation of New York and the Alliance for Excellent Education to identify a set of recommendations for meeting the needs of adolescent learners in middle and high school, *Reading Next*. Based on the findings from *Reading Next*, the MT RTI Project, and led by the Special Education Division, the Division of Educational Opportunity and Equity, and the Accreditation Division work in School Improvement, MSRP adolescent literacy instruction will consist of the following key elements of effective adolescent literacy programs: direct, explicit comprehension instruction; effective instructional principles embedded in content; motivation and self-directed learning; text-based collaborative learning; strategic tutoring; diverse texts; intensive writing; a technology component; ongoing formative and summative assessment of students; extended time for literacy; professional development; teacher teams; leadership; and a comprehensive and coordinated literacy program. In addition, *Academic Literacy Instruction for Adolescents* (Torgesen et al. 2007) recommends six essential areas of growth in knowledge, reading, and thinking skills for students in grades 6 through 12: reading fluency, vocabulary knowledge, content knowledge, higher-level reasoning and thinking skills, cognitive strategies specific to reading comprehension, and motivation and engagement. Refer to Appendix 1A for a complete list of evidence-based research about adolescent literacy instruction.

### **RTI: Multi-tiered System of Support**

LEAs and Head Start programs within the MSRP will implement a multi-tiered system of support to meet the needs of all learners with an emphasis on students in disadvantaged subgroups. Early intervention processes will be put into place that stress high-quality, engaging instruction for children. RTI has been instrumental in preventing both reading failure and over-identification for special education in the elementary, middle, and high school settings (see Appendix 1A). NAEYC and the National Center for Learning Disabilities also endorse RTI for preschoolers. Key principles of RTI include: 1) recognizing children's and students' strengths and needs through systematic screening and progress monitoring; 2) using multiple tiers of evidence-based instruction and interventions; and 3) collaborative problem-solving

among educators in partnership with parents to assist in decisions making (see Appendix 1B). For those children and students who already have an Individualized Education Plan (IEP), the Implementation Teams will assist teachers with differentiating instruction in the general education classrooms to meet the IEP goals and to develop effective communication with service providers to extend additional instructional opportunities for children and students in the general education classroom. This multi-tiered framework is designed to provide evidence-based instruction and targeted interventions that lead to student success in reading.

Multi-tiered systems of support are not new to Montana. Montana has participated in other federal grants that have been instrumental in creating an excellent foundation of statewide, multi-tiered systems through the Reading Excellence Act (REA), Reading First (RF), Early Reading First (ERF), MT Response to Intervention (RTI) Project, Montana Behavior Initiative (MBI), and school improvement processes. Many schools within the state have participated in one or more of these initiatives, and the SEA staff that composes the MT OPI Implementation Team has extensive experience within these initiatives. Montana stakeholders have adopted the triangle graphic to represent the ideal multi-tiered system of support. When high-quality instruction, universal behavior systems, and coaching and professional development for educators are in place within schools 80-90 percent of students' needs should be met (see Appendix 1A). Understanding that this is the ideal and not always the reality we have designed a system for schools to phase into the multi-tiered system (see RTI Project website at <http://www.opi.mt.gov/Resources/RTI/Index.html>)

**Technology Priority:** The MT RTI project currently utilizes an online RTI Implementation Survey (see Appendix 10) that the On-site Leadership Teams take to identify whether they are at the exploring, implementing, or sustaining phase of RTI implementation. This online data is in addition to the Self-Assessment. It will further assist the Implementation Teams in clearly identifying the needs of LEAs and Head Start programs and identifying next steps for implementation. The MSRP recognizes that implementing multi-tiered systems is an ongoing process that can always be improved and built upon, based on research and data, new staffing within schools (especially leadership), and ongoing refining of

the system.

**Technology Priority:** Montana recently received a technology implementation grant from Doing What Works and has developed three online professional development modules: 1) RTI Early Childhood, 2) RTI Elementary, and 3) RTI Secondary. The modules are based on the most current, evidence-based research from professionals in the field of education. They contain resources created through the REA, RF, ERF, MT RTI Project, MBI, and school improvement processes including a self-assessment, action plans, MT Standards for English Language Arts, and other resources included in this grant. The systemic approach and on-line access to these modules (see Table 5, p. 16) will directly increase teacher effectiveness and thus student achievement.

The MSRP will use a multi-tiered approach for meeting the needs of the schools as well as the students within the LEAs and Head Start programs. (Refer to p. 25 about the phases of implementation and how the OPI intends to support schools in their journey toward sustainable implementation.) The multi-tiered instruction and intervention plan (see Appendix 5) outlines the instruction that would take place in schools who are in the sustaining phase of implementation. Schools who are in the exploring or implementation phases will be working toward these ideals. For additional information on multi-tiered systems of support see <http://www.opi.mt.gov/Resources/RTI/Index.html>. Effective implementation of the CICs for Instruction and Intervention (see Appendix 5) includes the following: **1)** LEAs and Head Start programs will provide evidence-based instructional programs (see Appendix 1A) for teaching literacy, and educators will receive ample professional development to use these programs effectively, **2)** On-Site Leadership Implementation Team will help educators understand the importance of scheduling adequate time for teaching literacy and will require them to spend a specific amount of time each day, **3)** Educators will provide differentiated instruction to large and small groups targeting specific skills as necessary so that all students learn the skills outlined in the standards, and **4)** Instructional interventions will be provided in addition to core instruction for all students whose data indicates that they are strategic and intensive (see External Evaluation, pp. 27-31).

**Technology Priority:** The MSRP clearly meets the competitive priority for the effective use of

technology. The word *technology* is emphasized throughout this application to demonstrate how the MSRP is 1) proposing to use technology to support principles of universal design, and 2) providing evidence-based rationale for increasing student engagement and achievement and also increasing teacher effectiveness. Research indicates that technology's use in the classroom can have an additional positive influence on student learning when the learning goals are clearly articulated prior to the technology's use (Ringstaff & Kelley, 2002). Applied effectively, the use of technology not only increases student learning, understanding, and achievement, but also augments motivation to learn, encourages collaborative learning, and supports the development of critical thinking and problem-solving skills (Schacter & Fagnano, 1999). Individuals bring a variety of skills, needs, and interests to learning. The Universal Design for Learning (UDL) is a set of principles for curriculum development that gives all individuals equal opportunities to learn. By considering the what, how, and why of learning, teachers present information and content in different ways, differentiate the ways that students can express what they know, and stimulate interest and motivation for learning. Through the use of technology tools and the principles of UDL, teachers will be able to plan for learning opportunities that meet the needs of all students. In order to put research into practice, the MSRP will support LEAs and Head Start programs in effectively implementing technology: **1)** The MSRP link to the OPI Website will have a list of technology resources for specifically meeting the competitive priority. LEAs and Head Start programs will have access to these evidence-based resources before, during, and after the subgrant application. Please click on the link to view resources [http://www.opi.mt.gov/pdf/Instructional\\_Innovations/MSRP/Websites\\_Descrip.pdf](http://www.opi.mt.gov/pdf/Instructional_Innovations/MSRP/Websites_Descrip.pdf) **2)** Universal design technology resources such as CAST UDL Curriculum resources, UDL Book Builder, UDL Editions, and CAST Strategy Tutor, for all Tiers, but especially Tier 2 and 3 for meeting the needs of disadvantaged students, and **3)** Teacher resources such as document cameras for building background knowledge and mobile iPad labs for making learning relevant for students through real life connections to content, and **4)** Text-assisted computer reading applications such as vBookz (see Appendix 1C), and Dragon Dictation (see Appendix 1C) for easy-to-use voice recognition.

#### **Montana Literacy Component 4: Assessment and Data-based Decision Making**

Assessment is the process of collecting, reviewing, and using information to form instructional decisions (see Appendix 1B). The Implementation Teams will support teachers in systematically and routinely using data to guide instructional decisions and meet students' learning needs. No single assessment provides enough information for teachers to make informed instructional decisions, therefore multiple assessment measures will be used to monitor and modify instruction in order to meet student needs. The team will use four assessment types: screening, progress monitoring, diagnostic, and outcome (see Table 4, p. 14). Data generated by assessments can only be as reliable as the extent to which the assessments are implemented in a consistent and standardized way. The CICs for assessment and data-based decision making (see Appendix 5) will be implemented deliberately and purposefully to impact student learning according to the following plan: **1)** LEAs and Head Start programs will be required by the MSRP to adopt assessments identified in Table 4 to ensure the evaluation and effectiveness of the goals (see Tables 2, 12, and 15; on Abstract, p. 41, and p. 49, respectively). ISIP: istation's indicators of progress (Appendix 1C) , an Internet delivered computer adaptive testing system, (see Tables 4 and 12; p. 14 and p. 41, respectively) will also be required, unless they are already using DIBELS or AIMSweb. ISIP, DIBELS and AIMSweb. These assessments all grow out of the Curriculum-Based Measurement (CBM) model of continuous progress monitoring. CBM is an assessment methodology for obtaining measures of student achievement over time by repeatedly sampling proficiency on the school's curriculum at a student's instructional level (see Appendix 1A & 1B). All data will be converted into an Excel spreadsheet and sent to the external evaluator (see pp. 27-31).

MT OPI Implementation Team and Instructional Consultant Team will include state-level training for the On-site Leadership Implementation Teams using the online PD Module *Using Student Achievement Data to Support Instructional Decision Making* (see Table 5, p. 16) to ensure effective administration, analysis, and action of the required assessments. **(Technology Priority) 1)** Implementation Teams will design clear actionable items (what, who, when) based on the needs identified within the Self-Assessments to determine the content of the online PD module, and **2)** the Implementation Teams will decide how that content will be presented (e.g., staff meeting, team meeting, before/after

school) with staff from the LEAs or Head Start programs. Implementation Teams will provide retraining support through coaching (see Table 6, p. 17) and periodic “booster sessions” to prevent “drift” and to effectively administer, analyze, and implement effective data-based decision making. For additional information on validity, reliability, and specific measure to address the components of reading and writing, see Table 10 in the external evaluation plan.

<b>Table 4 : MSRP Required Assessments</b>		
<b>Type</b>	<b>Description</b>	<b>MSRP Subgrantee Required Assessments</b>
<b>Screening</b>	<u>What:</u> Quick efficient measures known to be strong indicators that predict student performance in a specific subject. Assessments are given at grade-level skill. <u>Who:</u> All Pre K-12 students <u>When:</u> Beginning, middle, and end of year or upon arrival	ISIP (PreK-10) DIBELS Next (K-6) AIMSweb (K-6) My Access! Writing (8 and 11) MontCAS State Test Scores from previous school year (3-10)
<b>Progress Monitoring</b>	<u>What:</u> Frequent measurement to determine if students are making adequate academic progress. <u>Who:</u> All Pre K-12 students <u>When:</u> Should be administered as part of the instructional routine: Tier 1 every 6 weeks, Tier 2 every 4 weeks, Tier 3 every 2 weeks.	ISIP (PreK-10) DIBELS Next (K-6) AIMSweb (K-8) Program assessments Intervention program assessments
<b>Diagnostic</b>	<u>What:</u> Individually administered assessments to provide in-depth information regarding a student’s skills and instructional needs. <u>Who:</u> K-12 students who are not responding efficiently to instruction. <u>When:</u> As needed through data analysis	Program diagnostic assessments Intervention program diagnostic assessments
<b>Outcome</b>	<u>What:</u> Assessments which provide an evaluation of the effectiveness of instruction and indicate student year-end achievement when compared to grade-level performance standards. <u>Who:</u> K-1 <u>When:</u> End of school year	MontCAS State Assessment (3-10) ACT Reading and English- (12) ISIP (Prek-10) DIBELS (K-6) AIMSWeb (K-6) My Access! Writing (8 and 11)

### **Montana Literacy Component 5: Professional Development**

According to *Voice of Evidence in Reading Research* (McCardle and Chhabra, 2004), “In the context of a longitudinal, 4-year study of reading instruction in low-performing schools, we found relationships among teacher knowledge, teacher effectiveness, and student achievement variables. Data, obtained under difficult public school conditions, supported the common-sense assertion that teachers’ knowledge and their ability to apply it affects student learning. Teachers reported in tape-recorded

interviews that professional development; the presence of classroom coaches and observers; and the adoption of core, comprehensive programs were keys to their success. Courses and workshops, followed by classroom coaching promoted understanding of research findings about reading acquisition, the structure of the English language, and instructional methods supported by research. Our approach to professional development emphasized both content depth and teachers' active engagement in learning. Teachers' tolerance for lecture presentations was limited. Classes were successful when teachers prepared demonstrations for one another, read aloud with one another, worked as groups to answer questions, toured each other's classrooms, viewed videotapes of peers at work, or put themselves in the shoes of the children." This research (see Appendices 1A, 1B, and 1C) directly aligns with the MSRP professional development CICs and the PD plan. Online PD Modules, which are further defined on pp.16 will ensure that professional development has a direct impact on increasing teacher effectiveness and ultimately student readiness and success through grade 12.

The professional development CICs will be implemented very purposefully and with intention towards increasing instructional effectiveness and student learning. The implementation of professional development will include the following: **1)** MT OPI Implementation Team and the Instructional Consultant Implementation Team will present state-level training for the On-Site Leadership Implementation Teams using systematic and explicit professional development modules (PD Modules). The content for these workshop-type settings have been chosen very carefully and will include all members of the Implementation Teams, **2)** Implementation Teams will use the Self-Assessments to determine the exact content of the PD Modules to present to staff at each of the LEAs and Head Start programs, **3)** Implementation Teams will use the Action Plan to decide in what format (e.g. staff meeting, team meeting, before school, after school) the content will be presented to staff and to which staff, and **4)** Implementation Teams will work on-site with staff, through coaching (see Table 6, p. 17), to effectively implement the practices into instruction.

**Technology Priority:** Through the REA grant, RF, and ERF, the OPI has been developing online professional development and resources for over 10 years, to support LEAs and Head Start programs in

providing high-quality professional development on-site. The OPI was recently awarded an Implementation Grant from WestEd and Doing What Works (DWW) to integrate online, evidence-based resources into our professional learning and school improvement support processes. These resources are based on the Institute of Educational Sciences (IES) practice guides from the What Works Clearinghouse and effective teaching practices. The MT OPI Implementation Team has taken these innovative tools and infused MT resources with those from the DWW website to create PD Modules. Each PD Module contains PowerPoint presentations, explicit presenter notes which include content information and active engagement strategies for both educators and students, participant notes, related media (audio clips, video clips, and slideshows), and handouts and resources for educators. Online PD addresses many issues including long distances of traveling (12 hours from Westby to Helena), extreme weather (icy roads and 40 degrees below in winter), lack of funds, and most importantly the need to present content to all staff to ensure a consistency among effective practices implemented schoolwide. Table 5 (below) identifies the PD Modules for Years 1 and 2 of the MSRP. Please view completed modules on the OPI website [http://www.opi.mt.gov/pdf/Instructional\\_Innovations/MSRP/Websites\\_Descrip.pdf](http://www.opi.mt.gov/pdf/Instructional_Innovations/MSRP/Websites_Descrip.pdf).

<b>Table 5: Professional Development Modules for Years 1 and 2 (see Table 19 for activities, indicators, and responsibilities)</b>		
Year 1		
Modules	Birth through Age 5, Elementary Schools, Middle Schools, High Schools	Presenters at Statewide Workshops: MT OPI Implementation Team, Instructional Consultant Implementation Team, (see Table 13 & 14 for expertise)
RTI Early Childhood	Birth through Age 5	Tara Ferriter-Smith M.Ed. Dian Prestwich PhD. Ed.
RTI Elementary School	Elementary Schools	Gwen Poole Terri Barclay M.Ed.
RTI Secondary	Middle Schools and High Schools	Frank Smith M.Ed Debbie Hunsaker M.Ed.
Using Data to Make Instructional Decisions	Birth through Age 5 Elementary Schools Middle Schools High Schools	Jill Jackson M.Ed. Debbie Hunsaker M.Ed.
Year 2		
Preschool Literacy	Birth through Age 5	Tara Ferriter-Smith M.Ed. Dian Prestwich PhD. Ed.
Elementary Literacy	Elementary Schools	Gwen Poole Terri Barclay M.Ed.



Adolescent Literacy	Middle and High Schools	Debbie Hunsaker M.Ed. Kim Marcum M.Ed.
Content Enhancement Routines	Middle Schools High Schools	Keith Lenz Ph.D Debbie Hunsaker M.Ed.

The follow-up and support from the Implementation Teams will come through coaching, which will ensure that the content of the PD Modules impacts daily instruction and student achievement. Support is necessary to transfer talk into action; on-going coaching support is described below in Table 6.

<b>Table 6: Coaching Support (as determined by Self-Assessment and Action Plan)</b>		
<b>Activity</b>	<b>Intensity</b>	<b>Description</b>
Present Module Content	Day-long workshops will be held (see Table 11)	On-site workshops led by the Implementation Teams will feature demonstrations, discussions, and guided practice using the PD Modules (see Table 11). In-depth, on-going training will be provided to support the implementation and to analyze the organization and use of the Modules. Teachers will share videotapes of their own practices.
Group Coaching	Based on student and teacher needs	Implementation Teams will review specific aspects of the PD modules with teacher groups, as identified within the action plan. Educators may review content, including video clips to build background knowledge or practice strategies taught in the PD module. The PD modules can be reviewed at any time within the continuous improvement cycle.
In-class Coaching	Based on student and teacher data (iWalkthrough) and teacher needs.	Implementation Teams will help teachers translate the information presented at on-site workshops into change in classroom practice through planning, modeling, side-by-side co-teaching, observation, and feedback. Through ongoing consultation, teachers will compile a portfolio of videos, observation forms, and reflective notes documenting progress. The sharing of those videos and reflections will begin in Year 2.
Teacher Reflection and Portfolio Development	1-hour per month (Approx. 10 hours/year)	Technology: Through ongoing consultation, teachers compile a portfolio of videos, observational forms, and reflective notes documenting their progress toward mastering the elements and ultimately meeting the goals (see Table 1) of the MSRP.

The first five components of the MT Literacy Plan (leadership, standards, instruction and intervention, assessment and data-based decision making, and professional development) clarify the actions needed for the exploring and implementing phases of implementation. The last two components (system-wide commitment and community and family involvement) address the surrounding leadership and community partnerships that are critical for the sustainability phase.

### **Montana Literacy Component 6: System-Wide Commitment**

According to Fullan and Miles (see Appendix 1A), education reform is a major source of hope for solving the issues with student achievement that schools are facing today. System reform is complex and

must focus simultaneously on the development of interrelationships of the main system components. Reform must also focus not just on structure, policy, and regulations, but also on deeper issues of culture of the system. Therefore, large-scale change must be implemented locally and be a learning process in which a deep sense of ownership is built through the learning. The restructuring of multi-faceted organizations, such as LEAs and Head Start programs, cannot be prescribed in advance. The actions required are those of scanning the school and its environment for resources and matching them to existing needs, acquiring resources, reworking existing structures, creating time through schedule changes, and overall building of local capacities through the ongoing development of the resources and capacity. Substantial effort is required of the leadership to monitor implementation; they must keep everyone informed of what's happening, link multiple change projects, and solve problems that arise along the way. The research from Fullan and Miles directly aligns with the MSRP's system-wide CICs.

The CICs for system-wide commitment (see Appendix 5) will be implemented purposefully and with the intention of building a sense of ownership from all stakeholders within the subgrantee's local community. The following steps are very similar to the PD steps and often will be done simultaneously:

**1)** MT OPI Implementation Team and Instructional Consultant Implementation Team will deliver PD through systematic and explicit system-wide modules (see Table 5, p. 16). The PD plan will focus on how to obtain system-wide commitment for the On-site Leadership Implementation Teams, **2)** The Implementation Teams will use the Self-Assessments to determine exact content for the PD modules to be presented to staff at the LEAs and Head Start programs to build system-wide commitment from all stakeholders, **3)** The Implementation Teams will use the Action Plan to decide on the format, (e.g. staff meeting, team meeting, before school, after school) the content to be presented and to which staff, **4)** The Implementation Teams will work on-site with staff, through coaching, to assist the On-site Leadership Implementation Team in presenting a clear continuous improvement plan for commitment and engaging staff in collaborative processes to ensure buy-in and capacity building.

### **Montana Literacy Component 7: Community and Family Involvement**

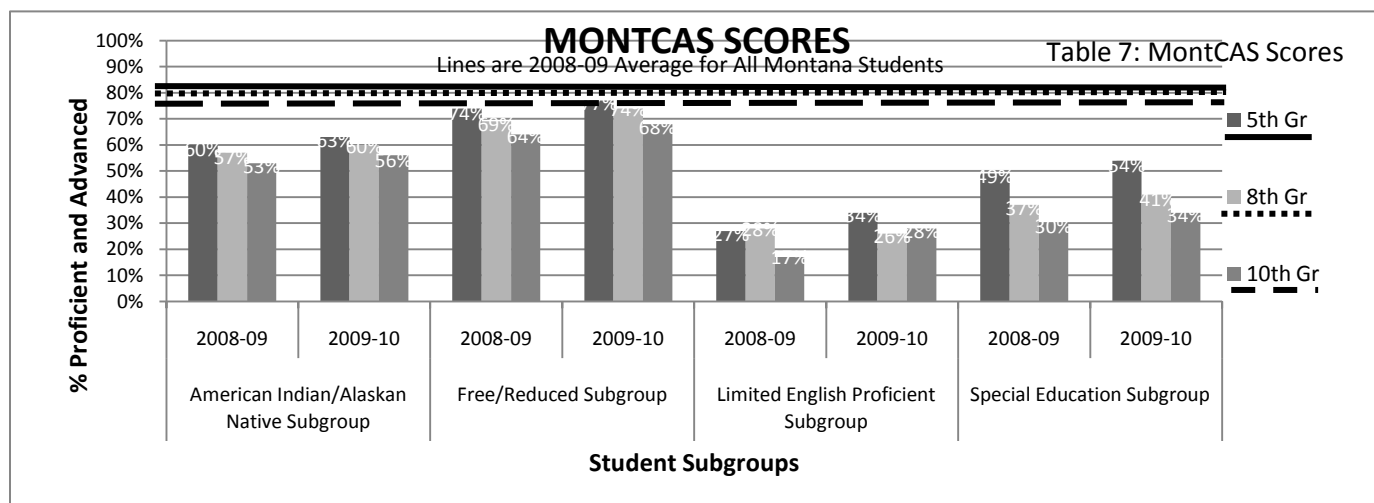
The nation's schools must improve education for all children, but schools cannot do this alone.

More will be accomplished if schools, families, and communities work together to promote successful students (see Appendix 1A). The Epstein model of *Six Types of Involvement* emphasizes three overlapping spheres of influence on student development: family, school, and community. These spheres can collaborate in six key ways to foster a caring community that children need to maximize their potential in school and in later life: parenting, communicating, volunteering, learning at home, school decision-making, and collaborating with the community (see Appendix 1A). Students of all ages, genders, socioeconomic status, and abilities do better in school when their families are actively involved. These students typically earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education. Middle- and high-school students whose families are involved make better transitions, maintain the quality of their work, develop realistic plans for the future, and are less likely to drop out (see Appendix 1A). The plan for community and family involvement includes the following: **1)** The On-site Leadership Implementation Teams (see RTI PD modules Table 5, p. 16) will receive statewide professional development (PD) on the importance of developing community/family-school partnerships. The initial content of these PD workshops includes findings from Henderson et al. (2007) on effective community/family partnerships, **2)** The Implementation Teams will use Self-Assessment to determine exact content for the PD that needs to be presented to staff at the LEAs and Head Start programs to build strong partnerships between schools/programs and families/communities, **3)** The On-site Leadership Implementation Team will work with LEA and Head Start programs' staff to implement a strategic plan for effectively communicating with families in various and meaningful ways that support student achievement and smooth transitions, and **4)** the Implementation Teams will work on-site with staff, through coaching (see Table 6, p. 17), to assist with implementation of volunteer and tutoring programs, in order to assist in the development of literacy and fluid transitions.

#### **A. Quality of State-level Activities (ii)**

The data illustrated in this section will demonstrate that overall Montana is doing well, but further investigations show that many subgroups are in dire need of the MSRP's support in helping LEAs and Head Start programs in implementing a comprehensive literacy plan. In 2004-2005, the Montana

Comprehensive Assessment System (MontCAS) became the official statewide assessment used to measure individual student achievement against the MT Content and Performance Standards in reading



and mathematics for grades 3-8 and 10. The primary purpose of MontCAS is to foster program improvement at the classroom, school, district, and state levels in support of the teaching and learning that takes place throughout the classrooms in Montana and meets the requirement of No Child Left Behind Act of 2001 (NCLB). The data lines above show the average of all Montana students that scored proficient or advanced yet the bar graphs illustrate the significant gaps in reading achievement for students who are economically disadvantaged, are American Indians (AI), are English learners (ELLs/LEP), or have disabilities. Montana students also take the National Assessment of Educational Progress (NAEP). The 2009 NAEP assessment of student achievement in reading for grade 4 indicates students who were eligible for free/reduced-price school lunch (FRL) had an average score that was 18 points lower than that of students who were not eligible for FRL. This performance gap was not significantly different from the score in 1998 (21 points). In 1998, American Indian/Alaska Natives scored 22 points lower than white students. In 2009, students in grade 8 who were eligible for FRL, had an average score that was 14 points lower than that of students who were not eligible for FRL. American Indian/Alaska Natives scored 20 points lower than white students. Students in grades 11 and 12 in Montana's lowest performing schools, all of which are 90% to 100% eligible for FRL, took the PLAN

assessment in the fall of 2010. The PLAN is a tenth-grade assessment that includes English, math, reading, and science. The composite score ranges from 1 to 32. On the English subtest, 55% of the students in grade 12 scored at or above proficiency; 10% of students in grade 11 did so. On the reading subtest, 15% of the grade 12 and 15% of grade 11 students scored at or above proficiency. The ACT, a college entrance examination was administered to 6,222 students in 2010. Students who take the ACT receive a composite score and subscores in English, mathematics, reading and science. The ACT is reported on a scale of 1 to 36, with 36 being the highest score. Montana's statewide composite score average was 22. The average for American Indian/Alaska Native students was 17.8. In 2010, eleven and twelfth grade students took the Montana University Writing Assessment. Students must score at least 3.5 in order to be fully admitted to a four-year program in the Montana University System or placed into College Writing. Results show that of the 7,406 total students tested, 26% scored below the proficient score of 3.5, 47% of English as Second Language students scored below proficient, and 50% of AI students scored below proficient from 2004-2005 to 2008-2009. Finally, AI students represented 11.3 % of all school enrollments for grades 7 and 8, but accounted for 53.5% of grade 7 and 8 dropouts. The dropout rate of AI students in grades 9 through 12 is 23.7%. It is evident that significant gaps in reading achievement exist between MT students who are English learners and their English proficient peers, between students with disabilities and their non-disabled peers, between those who are economically disadvantaged and those who are not economically disadvantaged, and between students who are American Indian and non-American Indian.

In terms of LEP and AI students, additional data comes from the 2009-2010 ELP Test, which was administered to 3,973 students, 80.5% of which were AI. The assessment tests five domains of English language arts: speaking, reading, writing, listening, and a combination of listening and reading. The results show 31.1% of all tested scored below proficiency. Finally, the MontCAS scores in the disabilities subgroup continue to demonstrate a considerable ethical need to provide support and intervene with

evidence-based instruction that has proven to close the achievement gap between students with disabilities and their non-disabled peers.

All of the data emphasize the need for increased literacy for disadvantaged students in MT LEAs and Head Start programs. The MSRP can demonstrate that the MT OPI does have the experience and capacity for implementing programs that are driven by explicit and systemic processes within the continuous school improvement cycle to improve literacy for disadvantaged students.

Here are a few data points about those programs: **1)** In 2002, the MT OPI was a recipient of federal American Indian Dropout Prevention Grant. Six schools coordinated various activities over three years – with a sharp decline in the statewide dropout rate noted in the first year of implementation in these high needs districts (10% in 2001-02, to 8% in 2002-3), **2)** From 2003-2009, OPI implemented a successful Reading First (RF) program, and was identified by former First Lady Laura Bush as one of four states who was showing great gains in increasing student achievement. The RF program established consistent improvements in the achievement of all subgroups, including FRL, Special Education, and AI. In addition to improving learning for all groups, RF began to close the achievement gap. The RF data show that reductions occurred in the achievement gap between different subgroups. Between winter 2006 and winter 2008, the achievement gap between children in the AI and the *not* Free and Reduced Lunch subgroups was reduced by 30%. Furthermore, there were reductions in special education referrals for AI over the course of RF implementation. In 2005, 9.8% of all AI students were classified as special education; in 2008 the percentage was 6.9%, **3)** In fall 2009, 1 of 28 Early Reading First Grants was awarded to the OPI to implement the MT Partnership for Early Literacy (MTPEL) in 23 preschool classrooms, located in five sites throughout Montana, from January 2010 through May 2012. According to the External Evaluation Report, of the 399 students participating, 55% were designated as American Indian/English language learners, and 15% were eligible to receive Special Education Services. During the first year of grant implementation, achievement gap analyses indicated that the achievement gap in the percentage of AI/ELLs and white children scoring in the average range on the Peabody Picture

Vocabulary Test (PPVT) was closed by five points (13% gap reduced to an 8% gap) with 21% of AI/ELL preschool students falling below the average range as compared to 13% of their white peers. These analyses also indicated that the achievement gap in the percentage of children receiving and not receiving special education services scoring in the average range on the PPVT was closed by four points (28% gap reduced to a 24% gap) with 50% of the children receiving special education services scoring below average as compared to 26% of their typical peers, and 4) The MT RTI Project is funded through the OPI's Special Education Divisions State Personnel Development Grant (SPDG). Four pilot schools participated in the MT RTI Pilot Project for the first three years of the project (winter 2006-2008). Forty-six schools participated in the project during the 2008-2009 school year, 48 schools participated in the project during the 2009-2010 school year, and 139 schools participated in the project during the 2010-2011 school year. These schools received ongoing PD for RTI implementation and on-site consultation. Between these combined efforts, hundreds of school leadership teams have received ongoing PD in implementing RTI. The MT OPI has seen a decline in the number of students being identified for special education services each year: 2006-33%, 2007-31%, 2008-24%, 2009-19%, 2010-15%. It is speculated that this decline is due in part to the high-quality RTI professional development schools are receiving across the state.

The MSRP is confident, from our previous experiences and evidence, that we will definitely increase literacy for all disadvantaged students and ultimately achieve the goals listed in Tables 2 and 8 (found in Abstract, and on p. 24, respectively). The ISIP, DIBELS, and AIMSweb assessments (see Table 4, p. 14) will be entered into a database that the MT OPI Implementation Team will have access to and will continually progress monitor. Reports on the three measures for Age 4 (Phonemic Awareness, Letter Knowledge, Vocabulary) and the four measures for Grades 5, 8, and 10 (Word Analysis, Fluency, Vocabulary, Comprehension) will be used to ensure that all students are making progress toward meeting the goals listed in Table 8 (see below). Focused progress monitoring will occur during the three benchmark periods: fall, winter, and spring (see Appendix 7 for deadlines for entering data). The MT OPI Implementation Team will work with the external evaluator, Education Northwest to publish and present

MSRP data to all LEAs and Head Start programs and all Statewide Implementation Teams within two weeks of each benchmark. The Implementation Teams will work together to analyze the data and make instructional decisions that support the ongoing goals identified within the LEA and Head Start programs Action Plans and goals in Table 2 and 8 (see Abstract, and below, respectively). In addition, the MSRP has high expectations of the words “increasing proficiency” (see Table 2, see Abstract). The MSRP will increase proficiency by two percentage points on the MontCAS each year for all students and for each subgroup identified in Table 8 below.

<b>Table 8: MSRP Goals for Improving Literacy Outcomes</b>									
	All	American Indian/Alaskan Native	Goal	Free/Reduced	Goal	Limited English Proficient	Goal	Special Education	Goal
	'09-10	'09-10	'11-12	'09-10	'11-12	'09-10	'11-12	'09-10	'11-12
5th	86%	63%	66%	77%	80%	34%	37%	54%	57%
8th	84%	60%	63%	74%	77%	26%	29%	41%	44%
10th	81%	56%	59%	68%	71%	28%	31%	34%	37%

The clear and credible path the SEA will take to achieve these goals with the support of its LEAs is listed within Selection Criteria A.iii.

#### **A. Quality of State-level Activities (iii)**

Successful subgrantees will receive statewide, as well as on-site technical assistance and professional development (see Tables 6 and 12; pp. 17 and 41, respectively). The phases of implementation and problem-solving model below outlines the plan for on-site problem solving for the leadership team and on-site technical support from the MT OPI Implementation Team and Instructional Consultant Implementation Team.

#### **Phases of Implementation**

The MSRP will use a multi-tiered approach for providing technical assistance to successful subgrantees. In collaboration with the MT RTI project, we have identified phases of implementation: **1)** exploring (E), **2)** implementing (I), and **3)** sustaining (S). These phases are indicated within the CICs and the Self-Assessments. The phase of exploring is the planning of how to execute the components. The



phase of implementing is the phase in which a component is started, or introduced. When a LEA and Head Start program is at the sustaining phase of implementation, it is expected that the components that are planned and introduced at the exploring and implementing phases are continuing to be applied. The CICs are listed in hierarchical order so the components at the beginning of the charts are the most important for implementing first and then down the list. Understanding that system reform is complex and must focus on the development of interrelationships of all of the main components simultaneously (CICs: see Appendix 5). It is recommended that schools choose three to five CICs at one time to be working toward within their action plans.

### **Continuous Improvement Plan**

The MT OPI will support schools using the problem-solving model currently used in the MT School Improvement processes and identified in the MT Literacy Plan (MLP) (see Appendix 1A). The problem-solving model has a series of seven steps: **1) Assess Current Status, 2) Develop a Plan of Change, 3) Implement the Plan, 4) Monitor the Plan's Implementation of Progress, 5) Monitor the Impact of the Plan, 6) Review New Data, and 7) Revise and Refine the Plan.** These problem-solving steps are cyclical and ongoing. LEAs and Head Start programs in the sustaining phase will continue to use these steps to refine processes. See Appendix 7 for the complete Continuous Improvement Plan Monitoring Process, which follows the problem solving process for successful subgrantees and the Implementation Teams who will be responsible for providing technical support.

### **Continuous School Improvement Plan Monitoring Process** (see Appendix 7 for complete plan)

**1) Assess Current Status:** The first step of the successful subgrantees will be to administer the Self-Assessment to the On-site Leadership Implementation Team. The rest of the staff will take staff inventory surveys that will be administered by the MT OPI external evaluators. These tools will help identify the subgrantee's current phase of implementation. After each site visit, the MT OPI Implementation Team and MT Instructional Consultant Implementation Team will make updates to their action plan and write a site-visit report that will be shared with all Implementation Teams. Montana has previously been

successful at grant implementation, as evidenced by RF, ERF, and RTI practices. The MT OPI Implementation Team will also conduct a RTI Implementation Scale (RIS) (see Appendix 10) which will include site-visit observations and gathering survey and self-assessment data to confirm implementation level and provide guidance for the action plan.

**2) Develop a Plan of Change:** The MT On-site Leadership Implementation Team, MT OPI Implementation Team, and Instructional Consultant Implementation Team will collaboratively develop three-to-five action steps based on identified needs from the Self-Assessment and RIS (see Appendix 10).

**3) Implement the Plan:** The On-site Leadership Implementation Team will steer and monitor implementation. They must keep everyone informed of what's happening, identify teacher leaders, and solve problems that arise along the way. The MT OPI Implementation Team and Instructional Consultant Implementation Team will provide support through site visits, e-mail, phone conversations, webinars, and web-based professional development.

**4) Monitor the Plan's Implementation of Progress:** The On-site Leadership Implementation Team will stay informed and monitor progress by sharing notes from grade-level and data team meetings. The MT OPI Implementation Team and Instructional Consultant Implementation Team will provide support through site visits, e-mail, phone conversations, webinars, and web-based professional development. After each site visit, the MT OPI Implementation Team and Instructional Consultant Implementation Team will make updates to their action plan and add critical events to the site-visit reports. This process has proven successful through Montana's RF, ERF, and RTI practices.

**5) Monitor the Impact of the Plan:** The On-site Leadership Implementation Team will monitor student data to problem-solve instructional implementation and survey teachers to data-monitor teacher attitudes toward achieving action plan goals. The MT OPI Implementation Team and Instructional Consultant Implementation Team will provide support through site visits, e-mail, phone conversations, webinars, and web-based professional development.

**6) Review New Data:** The On-site Leadership Implementation Team will stay informed and monitor

progress by sharing notes from grade-level and data team meetings. The MT OPI Implementation Team and Instructional Consultant Implementation Team will provide support through site visits, e-mail, phone conversations, webinars, and web-based professional development.

**7) Revise and Refine the Plan:** The On-site Leadership Implementation Team, the MT OPI Implementation Team, and the Instructional Consultant Implementation Team, will collaboratively revise and update the three to five action steps as actions are completed, and new actions are identified. Please see Appendix 7 for complete continuous improvement cycle plan.

#### **A. Quality of State-level Activities (iv, v)**

Education Northwest, a non-profit educational research organization, will conduct an independent evaluation of the MSRP. Its Evaluation Program includes professional researchers with expertise in formative and summative evaluation, experience in the collection and analysis of quantitative and qualitative data, and a decade of experience evaluating literacy initiatives in Montana (REA, RF and ERF) and other states. The evaluation will employ a comprehensive mixed-method design, using quantitative and qualitative data. A variety of methods will be employed and are detailed below.

Education Northwest will conduct the evaluation independent of MSRP, but will collaborate with MSRP throughout the grant period to ensure instruments have content validity and provide valuable formative feedback. The evaluation will describe MSRP's attainment of five goals of MSRP (see Table 1, in Abstract). Table 9 (p. 27) displays the alignment of the evaluation activities to MSRP's goals. Years in which the evaluation activities are scheduled to occur are included.

<b>Table 9: Alignment of Evaluation Activities to MSRP Goals</b>					
<b>Methods, Instruments, and Time Periods</b>	<b>MSRP Goals</b>				
	1	2	3	4	5
Quasi-Experimental, Longitudinal, Mixed Design using Student Assessment Data (collected biannually, as available) such as DIBELS, AIMSweb, ISIP, MontCAS, MY Access!, and ACT (Reading, English and Writing) data			Yrs 1-3		
MSRP Comparison Group Analysis (summer)			Yr 3		
School (Pre-K-12) Survey (spring)	Yrs 1-3			Yrs 1-3	Yrs 1-3
MSRP/School Interviews (spring)	Yr 2	Yr 2		Yr 2	
Striving Readers Self-Assessment Analysis (up	Yrs 1-3			Yrs 1-3	

to 3/year)					
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Data collection: Multiple means will be used to collect outcome and implementation data.

Outcomes: Assessment data will be collected electronically and shared with Education Northwest through agreements with DIBELS, AIMSweb, *istation (ISIP measures)*, the MT OPI, and others as necessary.

MSRP's assessment reliability and validity data are shown in Table 10 (below).

<b>Table 10: MSRP Assessment Reliability and Validity</b>	
<b>DIBELS</b>	<p><u>Reliability</u>: DIBELS ISF, Alternate form: K=.61; DIBELS PSF, Alternate form: K=.74, 1=.67; DIBELS NWF, Alternate form: Gr 1=.83; DIBELS LNF, Alternate form: K=.89, Gr 1=.86; DIBELS ORF, Alternate form: Gr 2=.89 to .96; DIBELS ORF, 3-6 Not Available.</p> <p><u>Validity</u>: A plethora of criterion, concurrent, predictive and criterion related validity tests have been conducted with the five DIBELS subtests across K-2.</p>
<b>AIMSweb</b>	<p><u>Reliability</u>: Alternate form: Gr1-8 .70 to .97; Test-Retest: Gr 1-81=.88 to .95,.</p> <p><u>Validity</u>: A number of criterion measure validity studies were conducted with correlations ranging from .26 to .91.</p>
<b>ISIP Early Reading (Pre-K)</b>	<p><u>Reliability</u>: Letter Knowledge, Test-Retest=.54 to .74; Vocabulary, Test-Retest=.57 to .69; Overall (Pre-K), Test-Retest=.65 to .71.</p> <p><u>Validity</u>: Content validity and concurrent validity were established. Concurrent between ISIP Early Reading Vocabulary and PPVT-4 was .63 and TOPEL Definitional Vocabulary was .52.</p>
<b>ISIP Early Reading (K-3)</b>	<p><u>Reliability</u>: Test-Retest=.93 to .97.</p> <p><u>Validity</u>: Content validity and concurrent validity were established. Correlations ranged from .34 to .89.</p>
<b>ISIP Advanced Reading</b>	<p><u>Reliability and Validity</u>: Data anticipated summer 2011</p>
<b>Reading MontCAS</b>	<p><u>Reliability</u>: .91 to .92.</p> <p><u>Validity</u>: Content is assessed in an ongoing manner based on "item alignment with Montana content standards; item bias, sensitivity and content appropriateness review processes; adherence to the test blueprint; use of multiple item types; use of standardized administration procedures, with accommodated options for anticipation; and appropriate test administration training." Further, the "technical characteristics of the internal structure of the assessments are presented in terms of classical item statistics (item difficulty, item-test correlation), differential item functioning analyses, dimensionality analyses, reliability, standard errors of measurement, and item response theory parameters and procedures (see <i>MontCAS Criterion-Reference Test Montana CRT 2009-10 Technical Report</i>).</p>
<b>MY Access!</b>	<p><u>Reliability</u>: Inter-rater, .80-.96</p> <p><u>Validity</u>: Construct, "We found that IntelliMetric® agreed with teachers' judgments of student writing, student SAT scores, multiple choice writing tests and several other instruments as well if not better than the scores assigned by experts agreed with these measures" (MY Access! Efficacy Report, Vantage Learning 2007).</p>
<b>ACT Reading and English</b>	

**Table 10: MSRP Assessment Reliability and Validity**

Reliability: Reading Scale Score, Gr 12=.85 to .87; English Scale Score, Gr 12=.89 to .91.  
Validity: Content is assessed in an ongoing manner based on the review process that aligns items, test specifications, and test forms. Predictive between high school GPA and coursework and the ACT ranged from .47 to .65.

ACT Essay/Writing

Reliability: Inter-rater, Gr 12=.94; G-coefficient, Gr 12=.7; Alternate forms, Gr 12=.67  
Validity: Predictive with writing intensive college courses and the ACT writing scores predicted those over and beyond that of the ACT English score and a combination of the ACT English score and high school English scores.

Implementation: In collecting implementation data, a survey will be administered to school staff members, interviews will be conducted with MSRP and school staff members, and Self-Assessments will be collected. The School Pre-K-12 Survey will ask about the receipt of PD and technical assistance related to implementation (e.g., school work with the MT OPI Implementation Team and the MT Instructional Consultant Implementation Team) around the use of the Self-Assessment and the development of action plans. Additional topics that will be addressed are implementation of the components of the MSRP in the schools (e.g., instruction and interventions, assessment and data-based decision making, and professional development); school staff members' perceptions of the success of student transitions from Pre-K to K, elementary to middle school, and middle to high school; and numbers of high school dropouts and graduates.

MSRP staff members will share data from the baseline completion and subsequent updates to the project's Self-Assessment. These data will be analyzed to document changes in phase and status in implementation of each component of Montana's multi-tiered, system-wide framework.

Telephone interviews will be conducted with MSRP and school staff members in the second year of the evaluation. In collaboration with MSRP, a group of five MSRP staff members integral to grant implementation will be interviewed. The selection of school staff members may include teachers, administrators, and others involved in the development and implementation of the schools' action plans from either a smaller number of schools for depth or a larger number of schools for breadth. Up to 30 school-level telephone interviews will be conducted. Interview protocols will cover content similar to the School Pre-K-12 Survey, but will be open-ended to allow an opportunity to provide detailed feedback.

Data Analysis: Varied means will be used to analyze outcome and implementation data.

Outcomes: Assessment data will be analyzed within and across years to alleviate problems associated with a one-group pretest-posttest design (Cook & Campbell, 1979), which the evaluation primarily uses. Following the project's RTI approach, the percentages of students moving across three tiers of instruction from fall to spring will be compared using McNemar's non-parametric test. These data, and others that are only available annually (e.g., MontCAS) will be analyzed by comparing data from the current year to that from the previous year (e.g., spring to spring). The statistical test that will be employed will depend on the availability of descriptive data (e.g., mean, standard deviation, n). Finally, the percentages of students scoring proficient on the MontCAS will be compared to the targets set in Table 8. The pretest and posttest measures that will be used are listed in Table 11.

<b>Table 11. MSRP Assessment Pretest and Posttest Data</b>								
<b>MSRP Assessment</b>	<b>Grade</b>							
	<b>Pre-K</b>	<b>K-3</b>	<b>4-6</b>	<b>7-8</b>	<b>9-10</b>	<b>3-8, 10</b>	<b>8, 11</b>	<b>12</b>
ISIP Early Reading	F/S	F/S						
ISIP Vocabulary	F/S*							
DIBELS		F/S	F/S					
AIMSweb		F/S	F/S	F/S				
ISIP Advanced Reading			F/S	F/S	F/S			
MontCAS						S/S*		
MY Access!							F/S	
ACT								S/S

F=Fall; S=Spring; \*=GPRA

Effect size analyses (Cohen's d) will also measure the success of the MSRP in closing the achievement gap between MSRP's disadvantaged students—those designated as LEP, living in poverty, and receiving special education services—and their respective, non-disadvantaged peers.

In Year 3, a comparison group will be created using propensity scores (Rosenbaum and Rubin, 1983) to identify non-MSRP students closely matched to MSRP students based on prior achievement and demographic characteristics (e.g., grade; race/ethnicity; gender; LEP, special education, and SES status). The MSRP Comparison Group Analysis will use scale scores from the MontCAS Reading test. A variety of analysis will be conducted to answer the question: How did the literacy achievement of MSRP students compare to that of non-MSRP students? In doing so, the analysis will identify an intact cohort of MSRP students and compare their performance on the MontCAS with a group of non-MSRP students. Other

analysis will look at students at particular grade levels and demographic groups.

Implementation: Data from surveys and the Self-Assessments will be described using frequency distributions and cross-tabulations. Qualitative data from open-ended questions will be content analyzed for common themes. These data will support the interpretation of quantitative data while providing a vivid picture of implementation.

Reporting. The evaluation team will regularly communicate with MSRP staff members to stay apprised of project activities. Student assessment reports will be provided to MSRP staff members after each benchmark period and will be designed to be useful to a particular audience (e.g., Six MSRP Teams in Table 1, in Abstract). Reports from analyses of Self-Assessment data will be delivered to the MT OPI Implementation Team three times a year. An annual report, inclusive of analyses of assessment, GPRA, survey, interview, and Self-Assessment data, will keep the MT OPI Implementation Team informed of findings related to project implementation and outcomes. Graphic representations will be used throughout all reports, as appropriate.

The Implementation Teams will support LEAs and Head Start programs in providing reports and presentations to their effective community/family partnerships (see Table 12, p. 41, for management timeline of activities, indicators, and responsibilities).

## **SECTION B: QUALITY OF THE STATE SUBGRANT COMPETITION**

### **B. Quality of the State Subgrant (i)**

The OPI will run a rigorous, high-quality competition for subgrants that will be reviewed and judged in the following seven steps.

1. **Eligibility letter:** Eligible LEAs and Head Start programs will be notified in September 2011 of the subgrant availability through a letter to district superintendents and Head Start directors from state Superintendent Denise Juneau. This letter will explain the purposes of the MSRP grant and the application and award process. The letter will contain the following components: **1)** a question-and-answer attachment regarding MSRP; **2)** the announcement of the alignment of the grant with the MLP and new MT Standards for English Language Arts; **3)** a list of the eligible Head Start programs and

LEAs with criteria for choosing schools; **4)** an explanation of the funding formula (see Table 16); **5)** the announcement of two grant-writing workshops to be held in September in Billings and Helena; **6)** the web site address for resources, contacts, and additional information; and **7)** the announcement that applications are due on November 1, 2011.

2. **Workshops for application process:** The MT OPI Implementation Team will hold a series of two, two-day workshops for LEAs and Head Start programs that are eligible for subgrant funds. These workshops will include an introduction to the new MT Standards for English Language Arts, a presentation of the Systemic Processes (see p. 3), and the importance of LEAs and Head Start programs being committed to meeting the goals (see Table 1, in Abstract) of the project. At the end of the workshops, LEAs will understand that the MSRP is serious about effectively implementing a statewide comprehensive literacy plan (MT Literacy Plan), and will be able to use the Self-Assessments to draft their subgrant application. These workshops will include all On-site Leadership Implementation Teams and district central office administrators, who, it is hoped, will apply what they learn not only to eligible schools but also to all schools in their districts. The MSRP regards the application process also as an opportunity to initiate professional development about the MT Literacy Plan (MLP).
3. **Identify expert grant reviewers:** The MT Statewide Literacy Team and MT OPI Implementation Team will identify the expert grant reviewers. All reviewers will meet three of the following qualifications: **1)** have published evidence-based research articles and/or contributed to recognized summaries of evidence-based reading research; **2)** have completed an advanced degree in reading; **3)** have been one of the trained reviewers for other state and federal literacy applications (i.e. RF & ERF); **4)** have years of experience in training others to implement evidence-based reading instruction, and **5)** have experience in dramatically increasing reading achievement in a school using evidence-based reading instruction.
4. **Provide technical assistance to sub-grantees:** The MT OPI Implementation Team will provide ongoing technical assistance to all eligible LEAs and Head Start programs through four follow-up



webinars: two based on questions from applications workshops and two based on needs from birth through age 5, K-5, 6-8, and 9-12. Additional technical assistance will include conference calls, googledocs, and providing updated resources on the website.

[http://www.opi.mt.gov/pdf/Instructional\\_Innovations/MSRP/Websites\\_Descrip.pdf](http://www.opi.mt.gov/pdf/Instructional_Innovations/MSRP/Websites_Descrip.pdf).

5. **Train expert grant reviewers:** The MT OPI Implementation Team will bring all reviewers together and provide training on the subgrant application and processes for scoring, which will include a defining the terms listed in the scoring rubric. The reviewers will first practice scoring the applications as a team to ensure as much consistency and fairness as possible. The MT OPI Implementation Team will be available throughout the review process to answer questions.
6. **Grant reviewers evaluate subgrant applications:** Each application will be read and evaluated by two different reviewers using the rubric provided (see Parts A-E below). The rubric specifies that each of the Parts must be evaluated and scored separately. Each of the parts must receive a numerical score that falls in the Meets Standard or Exemplary Plan range in order for the applicant to receive a subgrant award. The total number of points awarded for all questions will be used to further distinguish relative strengths of the applications. Along with the numerical score, each reviewer will list the strengths and weaknesses of the responses to each part.
7. **The MT OPI Implementation Team finalizes choice of LEA and Head Start Program successful subgrantees:** In the event of too many successful applicants for the amount of funds available, the applicants will be rank ordered by points. The MT OPI Implementation Team will ensure adequate resources (see Table 16, p. 50) are provided, the statutory requirements are met, and necessary policy decisions are made regarding the awards.

#### **B. Quality of the State Subgrant (a)**

The subgrant application and the state level activities directly align and support one another in creating a comprehensive (MLP). Each LEA and Head Start program will use Self-Assessments to design a subgrant application narrative that addresses all components of the MLP. Section B is divided into Parts A through

M. Each Part describes the CICs- (see Appendix 5) eligible LEAs and Head Start programs must address in the subgrants. Scoring criteria for each component will be sent to the grant reviewers and will clearly state that Parts A-M must receive a numerical score that falls in the Meets Standard or Exemplary Plan range for the applicants to receive funding. The score will be an additional indicator that LEAs and Head Start programs have the necessary capacity to meet the MSRP goals in Table 2 of the Abstract. The total points available for Parts A-L equal 100, with an additional 5 competitive points in Part M, for a total possible of 105 points. The extent to which Each LEA or Head Start program will have the capacity to successfully implement its program.

<b>Subgrant Application Part A: Capacity Criterion</b>			
The OPI will require LEAs or Head Start programs to demonstrate capacity for implementing its proposal that includes a strong leadership component and a minimum of 80% buy-in from LEA and Head Start staff. The OPI will require subgrantees' On-site Leadership Implementation Team to attend all MSRP statewide meetings and workshops. Principals will use the iWalkthrough tool during regular walkthrough observations. In addition, principals will be required to meet with the MT OPI Implementation Team and Instructional Consultant Team during on-site support visits. Responses to the following capacity statements will be written into each subgrantee's application and reflect how the On-site Leadership Implementation Teams will:			
1. Clearly define and commit to a 3-5 year Montana Literacy Plan (MLP) through the MT RTI Framework with a minimum buy-in of 80% of LEA and Head Start staff.			
2. Clearly define and commit to a 3-5 year Montana Literacy Plan (MLP) through the MT RTI Framework with a minimum buy-in of 80% of LEA and Head Start staff.			
3. Communicate a consistent MLP roll-out plan.			
4. Identify 3-5 year performance targets.			
5. Define annual literacy performance targets.			
6. Commit resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.			
7. Commit resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.			
8. Allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.			
9. Establish and lead monthly meetings.			
10. Conduct weekly both scheduled and random walk-throughs of all instructional settings.			
11. Share knowledge and materials to enhance others' understanding of effective early literacy instruction and embed culturally competent instruction.			
12. Provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	
Strengths:		Weaknesses:	

**(B)(b) Additional Requirement (d.1)**

<b>State Subgrant Completion Part C: Professional Development (PD) Criterion</b>			
<p>The OPI will require On-site Leadership Implementation Teams to attend all Statewide Workshops presented by the MT OPI Implementation Team and the Instructional Consultant Implementation Team. LEAs and Head Start programs will select content from the Professional Development (PD) modules to be shared with the staff at staff meetings, grade-level teacher team meetings, and before/after school meetings. The OPI will require that grade-level teacher team meetings occur weekly for one hour. Additionally, the LEAs will create actionable items based on the needs from the self-assessments and all teachers will create reflection portfolios. Responses to following PD statements will be written into each subgrantee's application and reflect how On-site Leadership Implementation Teams will:</p>			
1. Prepare and communicate with all educators on an annual MLP professional development (PD) plan.			
2. Allocate funding and time for PD opportunities.			
3. Base PD on student needs and goals.			
4. Require adequate PD on evidence-based programs and interventions for teaching literacy. (see Appendix 1A)			
5. Require PD on the four assessment types and assessment procedures.			
6. Require PD on effective early language and literacy instruction. (see Appendix 1A)			
7. Ensure educators understand the developmental progression of early language and literacy development (see Appendix 2).			
8. Guarantee systems are in place for providing PD for new staff with regard to the MLP.			
9. Ensure educators have access to systems of support including observations, coaching, mentoring, and problem solving.			
10. Make certain that PD facilitates the integration of most recent early language and literacy development research into the current teaching practices.			
11. Guarantee educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	
Strengths:		Weaknesses:	

#### **B(b) Additional Requirement (d.2, d.4 )**

<b>State Subgrant Competition Part D: Instruction and Intervention Criterion</b>
<p>The OPI will require subgrantees to implement a multi-tiered system of support to meet the needs of all learners with an emphasis on disadvantaged students. Evidence-based curriculum and instructional materials (see Appendix 1A) will be aligned with the MT Standards for English Language Arts and implemented using technology (see Part M for competitive priority) and principles of universal design. Responses to the following statements will be written into each subgrantee's application and reflect how its On-site Leadership Implementation Teams will ensure:</p>
1. Evidence-based literacy programs are being utilized.
2. Educators have the necessary instructional materials to teach early learning programs.
3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.
4. Educators will utilize a multi-tiered system of support within small groups to differentiate instruction for application of skills, including reteaching, additional practice, or challenge activities.
5. Educators utilize evidence-based intervention instruction aligned with literacy components.
6. Educators have the necessary instructional materials for evidence-based intervention instruction.
7. Educators allocate time to provide early literacy instruction and evidence-based intervention instruction.

8. Educators embed explicit literacy instruction across evidence-based instruction.			
9. Educators apply literacy skills throughout the day across all content areas.			
10. Educators allocate time for writing about text.			
11. Educators teach students the fundamental skills and processes for writing.			
12. Educators guide students' use of technology as a component of effective literacy instruction.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	
Strengths:		Weaknesses:	

### **B(b) Additional Requirement (d.3)**

<b>Part E: Assessment and Data-based Decision Making Criterion:</b>			
The OPI will require subgrantees to use the ISIP for screening, progress monitoring, and outcome purposes or DIBELS or AIMSweb at the elementary level if they are already being implemented. In addition, LEAs will use the state assessment MontCAS, ACT Reading and English (grade 12) and the My Access! writing assessment (grades 8-11) for outcome assessments. Descriptive responses about the following assessment and data-based decision making statements will be written into each sub-grantee's application:			
1. An annual assessment plan has been developed and assessment procedures are clearly in place for the four assessment types.			
2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.			
3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs as identified by the four assessment types.			
4. LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to meet AYP.			
5. LEAs have a specific plan for improving scores for disadvantaged students.			
6. Staff have been identified for collecting and disseminating data to educators in a timely manner.			
7. Progress monitoring is systematic, documented, and shared with educators in a timely manner.			
8. Diagnostic procedures are systematic, documented, and shared with educators in a timely manner.			
9. A school data collection system is in place and technology support is available.			
10. Onsite Leadership Implementation Teams and grade-level Teacher Teams are established and meet at least twice a month.			
11. Fidelity of assessment administration is regularly verified.			
12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	
Strengths:		Weaknesses:	

### **B(b) Additional Requirement (d.5)**

<b>Part F: Language and Text-Rich Learning Environment Criterion:</b>
Subgrantees will be required to provide language and text-rich learning environments by teaching and modeling expressive and receptive language through everyday reading, speaking, writing, and print. Language and literacy content should be engaging and provide a variety of activities such as talking about

ideas through authentic playful activities, asking purposeful questions, modeling rich vocabulary by describing objects in the room, reading aloud, consulting books for information, reading books for enjoyment, and modeling writing and organization of ideas through charts and graphs. The environment should ensure that students acquire a rich knowledge base that supports the acquisition of vocabulary, the alphabetic principle, and the use of higher order cognitive skills such as planning, predicting, and drawing inferences. Responses to the following three classroom environment statements will be written into each subgrantee's application:			
1. Describe your current language and text-rich learning program environment.			
2. Describe any changes intended for the language and text-rich learning program environment.			
3. Describe a timeline of activities, indicators of success, and roles and responsibilities for the first year.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:		Weaknesses:	

### **B(b) Additional Requirement (d.6)**

<b>State Subgrant Competition Part G: Continuous Improvement Processes Criterion:</b>			
Subgrantees will be required to work in collaboration with the MT OPI Implementation Team on a Continuous Improvement Monitoring Process utilizing a seven step problem-solving model: 1) Assess Current Status, 2) Develop a Plan of Change, 3) Implementation of the Plan, 4) Monitor the Implementation Plan, 5) Monitor the Impact of the Plan, 6) Review New Data, and 7) Revise and Refine the Plan. This problem solving process is cyclical and ongoing. LEAs and Head Start programs will use the self-assessment tool, LEA and Head Start programs 0-12 Survey (see Appendix 2), and action plans to collaboratively work through this process and develop goals to implement phases of the MT Literacy Plan. Responses to the following three continuous improvement process statements will be written into each subgrantee's application:			
1. Describe continuous improvement processes that are currently in place			
2. Describe how the Continuous Improvement Cycle will be utilized.			
3. Describe a timeline of activities, indicators of success, and roles/responsibilities for the first year.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:		Weaknesses:	

### **B. Quality of the State Subgrant (1)**

<b>Addressing the Needs of Disadvantaged Students</b>			
Subgrantees will require to demonstrate how they will:			
1. Increase instructional intensity for disadvantaged students.			
2. Use diagnostic assessment to identify appropriate instructional programs.			
3. Align additional support services (tutoring) with core program.			
4. Demonstrate level of need and capacity for improvement.			
5. Select and implement activities that align with needs.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:		Weaknesses:	

### **B. Quality of the State Subgrant (2)**

<b>Subgrant Application Part B: Needs Assessment Criterion:</b>	
The OPI will require that the subgrantees utilize self-assessment (birth through age 5, elementary, or secondary) information to identify the current needs used to develop an MLP. The needs assessment	

information will be written into each subgrantee's application and reflect how its On-site Leadership Implementation Teams will:			
1. Identify systematic needs-assessment tools currently in place and then develop plans for utilizing the information gathered through these needs assessments.			
2. Develop the plan for utilizing information gathered in the required Self-Assessment.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	
Strengths:		Weaknesses:	

### **B. Quality of the State Subgrant (3)**

<b>Part H: Community and Family Involvement Criterion</b>			
The OPI will require subgrantees to meet in October, January, and June with community partnerships to share program data. Responses to the following continuous improvement processes statements will be written into each subgrantee's application and reflect the commitment of LEAs and Head Start programs to:			
1. Recognize community partnerships in the literacy development of students.			
2. Understand the importance of school, family, and community partnerships and nurture reciprocal relationships with families.			
3. Have a system in place for helping families support students' learning at home.			
4. Have a system in place for effectively communicating with families in various and meaningful ways.			
5. Involve parents and/or students in the problem-solving process.			
6. Sponsor and promote literacy activities and events.			
7. Collaborate with each other and families to ensure smooth transitions from early education through high school.			
8. Ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including students' primary language.			
9. Establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and middle/high school readiness.			
10. Recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	
Strengths:		Weaknesses:	

### **B. Quality of the State Subgrant (c)**

<b>State Subgrant Application Part I: Coherent Strategy Criterion:</b>			
The OPI will require subgrantees to demonstrate a coherent strategy for leveraging Federal, State, and local funds with the LEAs and Head Start programs proposed activities within the application. The following criteria will be written into the subgrantees application and reflect how LEAs and Head Start programs will:			
Leverage subgrant funds and align proposed literacy activities with other Federal, State, and local funds.			
Provide a list of current Federal, State, and local funds that impact literacy and how those funds will support specific activities listed in the application.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	

Strengths:	Weaknesses:
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The state of MT has five Double A districts. If the MSRP ran a subgrant competition that was birth through grade 12 for LEAs and Head Start programs, two or three of the Double A districts would receive most of the subgrant funds. We are basing the following scoring criteria on that factor and a similar successful process that was used with the Reading First subgrant competition. The scoring criteria will allow all districts in MT an opportunity for the funds, but also ensure larger districts are allowed enough schools to effectively implement a districtwide comprehensive literacy plan. To ensure the MSRP meets the statutory requirement of 15 percent of funds being subgranted to serve children from birth through age 5 in Head Start programs and district-operated special education preschools, 40 percent being subgranted to serve students in kindergarten through grade 5; and 40 percent being subgranted to serve students in middle and high school, including an equitable distribution of funds between middle and high schools, the following selection criteria and subgrant competition processes will be used. The eligibility criteria ensure that the successful subgrantees will meet Priority 1: Improving Learning Outcomes for disadvantaged students.

**Eligible Applicants: Criteria for LEA eligibility:**

- District has 50% or more students eligible for free/reduced price meals: or
- District has an on-time graduation rate of <80%. (5% below AYP benchmark of 85%)

**AND, additionally, the LEA must meet one of the following:**

- District has a low-income student group not meeting AYP target in Reading, or
- District is identified for Title I improvement; or
- District has >12% students with disabilities

**Criteria for eligibility for schools within a district:** (A district may only include up to two schools per grade span from elementary, one middle school, and one high school.

- School has 50% percent or more students eligible for free/ reduced price meals

**AND, additionally, the school must meet one of the following:**

- School has low-income student group not meeting AYP target in Reading, or
- School is identified for Title I improvement; or
- High school has an on-time graduation rate of <80%, or
- School is in a district with >12% students with disabilities

**Eligible Applicants: Criteria for Early Learning Programs eligibility:**

- Program is an established Head Start
- Program is an established Early Head Start

- Program is an established district operated special education preschool

#### **B. Quality of the State Subgrant (ii)**

<b>Subgrant Application Part J: Eligible Schools and Head Start programs Criterion</b>			
The following criteria will be written into each subgrantee's application to ensure LEA and Head Start Program applications are designed to serve high-poverty schools or a high-poverty population:			
1. Which schools will be selected to receive MSRP grant funds? Describe the criteria used to make the choice. Head Start programs: Describe the criteria used to make the choice.			
2. Describe the plan for addressing the needs of eligible schools that will not be selected to receive MSRP funds. Describe the factors that most influenced your decision not to select these schools.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:		Weaknesses:	

#### **B. Quality of the State Subgrant (iii)**

<b>Subgrant Application Part K: Strong Evidence Criterion</b>			
The OPI will require all LEAs and Head Start programs to provide information on effective evidence-based literacy instruction. The following criteria will be written into each subgrantee's application and reflect:			
1. Implementation of successful evidence-based literacy instruction.			
2. Use of evidence-based curriculum and materials.			
<ul style="list-style-type: none"> <li>• <b>6-12:</b> Describe how the middle and high schools will align their curriculum to the MT Standards for English Language Arts and other components of effective literacy instruction.</li> <li>• <b>K-5:</b> Describe how the elementary school will align their curriculum to the MT Standards for English Language Arts and other components of effective literacy instruction.</li> <li>• <b>Birth through Age 5:</b> Describe how the proposed instructional content and materials support the MT Early Learning Guidelines and MT Standards for English Language Arts</li> </ul>			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:		Weaknesses:	

#### **B. Quality of the State Subgrant (iv)**

<b>Subgrant Application Part L: Standards Criterion</b>			
The OPI will require LEAs and Head Start programs to align the evidence-based curriculum being implemented to the MT State Standards for English Language Arts (Appendix 8) or MT Early Learning Guidelines (Appendix 9) and use them to develop their application. The chart and resources will be posted on the OPI website and explicitly reviewed during the application process (please click on the following link to view resources <a href="http://www.opi.mt.gov/pdf/Instructional_Innovations/MSRP/Websites_Descrrip.pdf">http://www.opi.mt.gov/pdf/Instructional_Innovations/MSRP/Websites_Descrrip.pdf</a> . The following criteria will be written into each subgrantee's application:			
1. <b>K-12:</b> Describe the process LEAs will use to ensure alignment of the evidence-based curriculum to the MT Standards for English Language Arts.			
2. <b>Birth through Age 5:</b> Describe the process that LEAs or Head Start programs will use to ensure the evidence-based curriculum is aligned to the MT Early Learning Guidelines or MT Standards for			



English Language Arts.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:		Weaknesses:	

### **Grant Competitive Preference Priority: Effective Use of Technology**

<b>Part M: Competitive Technology Priority:</b>			
The OPI will award up to five additional points for LEAs and Head Start programs that propose to use technology to support principles of universal design to accommodate and support disadvantaged students and challenge all students. The following criteria will be written into each sub-grantee's application:			
1. Describe the technology used to address student learning challenges.			
2. Describe the evidence-based rationale for using that technology.			
3. Describe the use of technology to increase student engagement and achievement.			
4. Describe how technology will be used to increase teacher effectiveness.			
Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:		Weaknesses:	

## **SECTION C: PROJECT MANAGEMENT**

### **C. Project Management (i)**

The activities, indicators, and responsibilities included in Table 12 specify the MSRP's first year management timeline. The MT OPI Implementation Team will steer the implementation of this timeline and work in collaboration with the Statewide Teams and Implementation Teams. The management plan for subsequent years will be based on first-year results from the external evaluation and feedback from all stakeholders.

<b>Table 12: First-Year Management Timeline: 2011-2012</b>			
<i><b>Timeline Key: Q1: August- October, Q2: November-December, Q3: January-May Q4: June-August</b></i>			
The OPI Implementation Team led by project director, Debbie Hunsaker, will meet weekly with the MT OPI Implementation Team (see Table 13) to ensure all of the activities, indicators, and responsibilities identified in this table are met.			
<b>MSRP Goal 1:</b> To further develop and implement a MT Literacy Plan that makes provisions for literacy at all age/grade levels, including challenging transitions from preschool to elementary, elementary to middle school, and middle school to high school, is aligned to MT Standards for English Language Arts and MT Early Learning Guidelines, involves collaborating with other agencies, and addresses literacy across the content areas.			
<b>Activity</b>	<b>Timeline</b>	<b>Indicators (Milestones)</b>	<b>Responsibility</b>
Quarterly meetings with the MT Statewide Literacy Team to review and update MT Literacy Plan	Q1, Q2, Q3, Q4	Updated Literacy plan sent to Department of Education Evaluations of meeting	MT OPI Implementation Team, MT Statewide Literacy Team

Quarterly meetings with MT Statewide Community Partners Team and MT OPI Statewide Divisions Team to review MSRP activities	Q1, Q2, Q3, Q4	Number of Grant Applications from LEAs and Head Start programs Updated plan and resources shared among OPI divisions and posted on OPI website	MT OPI Implementation Team, MT OPI Statewide Divisions Team, MT Statewide Community Partners Team.
Ensure alignment of MSRP activities with MT Standards for English Language Arts and MT Early Learning Guidelines for Language and Literacy	Q1, Q2, Q3, Q4	Alignment shared among OPI divisions and posted on OPI website	All Implementation and Statewide Teams
Quarterly meetings with MT Statewide Literacy Team to review MSRP data and lessons learned to guide next steps in implementation	Q1, Q2, Q3, Q4	Meeting Agendas and resources posted on OPI website. Meeting Evaluations	MT Statewide Literacy Team, OPI Implementation Team
Quarterly meetings with MT Statewide Community Partners Team to provide guidance on best practices for challenging transitions and literacy across the content areas	Q1, Q3	Meeting Agendas and Resources posted on OPI website. Evaluations of meeting	OPI Implementation Team, MT OPI Statewide Divisions Team, MT Statewide Community Partners Team
<b>MSRP Goal 2:</b> To run a rigorous, competitive subgrant application process, which will select LEAs (district-operated K-12 schools and special education preschools) and Head Start programs that have a high capacity to implement comprehensive, effective literacy instruction that meets the needs of disadvantaged children and students.			
<b>Activity</b>	<b>Timeline</b>	<b>Indicator</b>	<b>Responsibility</b>
Draft of Eligibility letter for LEAs and Head Start programs	Q1	Letters sent	MT OPI Implementation Team
Subgrant application workshops (Billings, Helena)	Q1	Workshop agenda and resource documents from workshops posted on the OPI website	MT OPI Implementation Team, On-site Leadership Implementation Team
PD on new MT Standards for English Language Arts in three locations: (Great Falls, Billings, Helena)	Q1	New MT Standards for English Language Arts presented to subgrantee LEAs and Head Start programs and posted on OPI website.	Implementation Teams, MT OPI Statewide Divisions Team
Bimonthly meetings to support LEAs and Head Start programs in aligning materials and curricula with MT Standards for English Language Arts or MT Early Learning Guidelines for Language and Literacy	Q1, Q2	Meeting agendas	MT OPI Implementation Team, MT OPI Statewide Divisions Team
PD on aligning evidence-based curriculum and materials to new MT Standards for English Language Arts or MT Early Learning Guidelines for Language and Literacy in two locations: (Billings, Helena)	Q1	Completed alignment documents completed Alignment resources posted on the OPI website	MT OPI Implementation Team, MT OPI Statewide Divisions Team, Instructional Consultant Implementation Team

LEA's and Head Start Program's On-site Leadership Implementation Teams complete Self-Assessments and begin drafting subgrant applications	Q1	Support for completing Self-Assessments through workshops, webinars, googledocs, and conference calls	MT OPI Implementation Team, On-site Leadership Implementation Team
Complete Steps 3-7 of subgrant application process (see pp. 32, 33)	Q1, Q2	Steps 3-7 will be completed and subgrant applications will be due on November 1, 2011	MT OPI Implementation Team, On-site Leadership Implementation Team
Assign Instructional Consultants to Subgrantees, based on needs identified within subgrant application/self-assessment analysis, and consultant expertise	Q2	Initial phone call between school principal or Head Start director, OPI Implementation Team Member, and Instructional Consultant will occur in December 2011	OPI Implementation Team and Instructional Consultant Team
<b>MSRP Goal 3:</b> To improve school readiness and success from birth through grade 12 in the area of language and literacy development. For disadvantaged students, the MSRP will set and achieve the following targets: <ul style="list-style-type: none"> <li>• Increase the percentage of participating four-year olds who achieve significant gains in oral language skills as identified by the ISIP early reading assessments</li> <li>• Increase the percentage of participating fifth-grade, eighth-grade, and high-school students who meet or exceed proficiency on the MT State English language arts assessment, the MontCAS</li> <li>• Increase the percentage of all subgroups including American Indian, disadvantaged, and limited-English proficient students, as well as students with disabilities.</li> </ul>			
Activity	Timeline	Indicators	Responsibility
Bimonthly meetings to support LEAs and Head Start programs to implement effective language and literacy instruction aligned with new MT Standards for English Language Arts and MT Early Learning Guidelines for Language and Literacy. *On-site support at LEAs and Head Start programs	Q1, Q2	Meeting agendas Evaluations of meetings	Implementation Teams, MT OPI Statewide Divisions Team
PD on effective language and literacy instruction using Doing What Works RTI Modules (Great Falls, Billings, Helena) *On-site support at LEAs and Head Start programs	Q1, Q2, Q3, Q4	PD agendas PD evaluations Student outcomes Teacher surveys	Implementation Teams
PD on aligning language and literacy curriculum and materials with new MT Standards for English Language Arts and MT Early Learning Guidelines for Language and Literacy in two locations: (Billings, Helena) *On-site support at LEAs and Head Start programs.	Q1	Completed alignment documents . Alignment resources posted on OPI website.	MT OPI Implementation Team, Instructional Consultant Implementation Team
PD for On-site Leadership	Q1, Q2,	Student outcomes	Implementation Teams

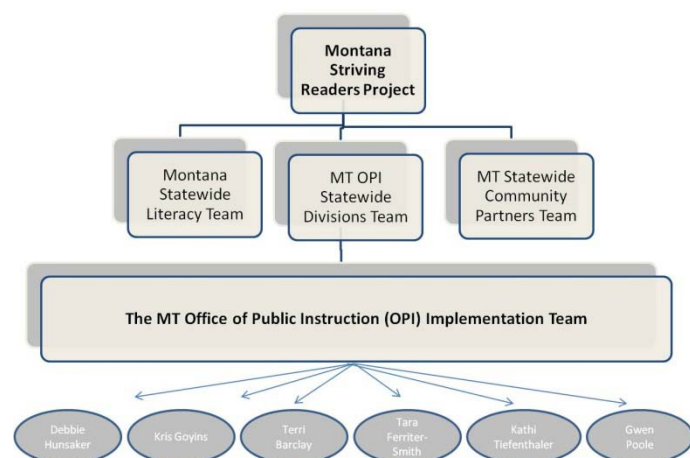
Implementation Teams in supporting language and literacy instruction (Great Falls, Billings, Helena)	Q3, Q4	Teacher surveys	
<b>MSRP Goal 4:</b> To fully implement a data-based decision making process to collect, analyze, and use high-quality data in a timely manner to assess the effectiveness of the MT Literacy Plan in meeting the targets in Goal 3, both statewide and at LEAs and Head Start programs.			
Activity	Timeline	Indicator	Responsibility
PD for On-site Leadership Implementation Teams on ISIP Assessments.	Q1, Q2, Q3, Q4	PD agendas PD evaluations	MT OPI Implementation Team, On-site Leadership Implementation Team
PD for On-site Leadership Implementation Teams on DIBELS, AIMSweb, and MontCAS assessments.	Q1, Q2, Q3, Q4	PD agendas PD evaluations	MT OPI Implementation Team, On-site Leadership Implementation Team
PD for Implementation Teams on iWalkthrough technology.	Q1, Q2, Q3, Q4	PD agendas PD evaluations	MT OPI Implementation Team, On-site Leadership Implementation Team
PD for My Access! Writing assessment by Vantage for middle- and high-school LEAs	Q1, Q2, Q3, Q4	PD agendas PD evaluations	Implementation Teams
On-site support for LEAs in fully implementing a data-based decision making process to collect, analyze, and use high-quality data in a timely manner to assess the effectiveness of the MT Literacy Plan	Q1, Q2, Q3, Q4	LEA Action Plans Site-visit notes	Implementation Teams
<b>MSRP Goal 5:</b> To decrease the percentage of participating high-school students who drop out of high school and, therefore increase the graduation rate at all participating high schools.			
Activity	Timeline	Indicator	Responsibility
Bimonthly meetings to support LEAs and Head Start programs to implement language and literacy curricula that is aligned with MT Standards for English Language Arts and MT Early Learning Guidelines for Language and Literacy *On-site support at LEAs and Head Start programs	Q1, Q2, Q3, Q4	Meeting agenda Evaluations of meetings High-school graduation rates	Implementation Teams
PD for On-site Leadership Implementation Team on DIBELS, AIMSweb, and MontCAS assessments used to identify disadvantaged students, to make a plan that ensures these students receive the necessary support to succeed and stay in school *On-site support at LEAs and Head Start programs	Q1, Q2, Q3, Q4	PD Agenda PD Evaluations High-school graduation rates	Implementation Teams

Meet with MT Statewide Community Partners Team to guide best practices and professional development needs	Q1, Q3	Meeting agenda Evaluations of Meeting	MT OPI Implementation Team, MT OPI Statewide Divisions Team, MT Statewide Community Partners Team
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### C. Project Management (ii)

The MT OPI Implementation Team is adequately staffed and qualified to ensure success, efficiency, and

to begin full implementation during the 2011-2012 school year. Key project personnel are all full-time. Their job descriptions and time commitment have been crafted to maximize productivity throughout the yearly cycle of activities. The MT OPI Statewide Divisions Team is committed to supporting this project through the allocation of other federal and



state funds (see Table 13 for funding percentages). The MT OPI Implementation Team includes six members who will 1) Implement the MT Literacy Plan activities, 2) Coordinate all implementation and statewide teams, and 3) Work closely with the Instructional Consultants to provide on-site support to all LEAs and Head Start programs. A brief overview is given in Table 13. For additional information about experience and expertise (see Appendix 4).

Table 13: Qualifications of Key Personnel				
Time Commitment			MT OPI Implementation Team	
% of time for MSRP	Federal (F) and State (S) Funds		Team Member	Brief Overview of Qualifications (See Appendix 4 for additional experience and expertise)
75%	25% MSRP	50% Title I (F)	Debbie Hunsaker M.Ed Project Director	Instructional Innovations Unit Director, director for REA, RF, ERF and co-director for School Improvement
75%	25 % MSRP	25% Title I (F) 25% ERF (F)	Tara Ferriter Smith M.Ed	RTI State Coordinator and ERF specialist

50%	0% MSRP	25% Title I (F)	Kathi Tiefenthaler M.Ed	RF and ERF assessment manager, co-director for School Improvement
75%	25% MSRP	50% Title I (F)	Gwen Poole 75% (F) Title I	Reading Coach, Title I Director, RTI Consultant, School Improvement specialist
75%	50% MSRP	25% Accreditation (S)	Kris Goyins 50% (S) Accreditation	Communication Arts Specialist
50%	30% MSRP	20% Accreditation (S) 25% ERF (F)	Terri Barclay M.Ed	Early Grades Specialist
10%	0% MSRP	100% (F) and (S)	MT OPI Statewide Divisions Team Members	Division Administrators and Unit Managers representing each division (see Appendix 6)

### Instructional Consultant Team

One consultant will be written into each LEA's and Head Start program's subgrant. The Instructional Consultant Team member will be assigned to the LEA or Head Start program based on needs identified the self-assessment and within the subgrant application, and also on a particular consultant's expertise. Collaboration between the MT OPI Implementation Team and the Instructional Consultant will ensure sufficient support for concentrated coaching and implementation of the self-assessment needs and action plans. Instructional consultants have been contacted and have already dedicated sufficient time to fully participate in project activities. Table 12 outlines their management timeline with activities and responsibilities. The consulting firms and personnel listed in Table 14 all base their coaching models upon the work of the National Staff Development Council: **1)** formal, focused processes and structure (such as Professional Learning Communities) for evaluating student data and making reflective changes in lesson design and implementation; and **2)** job-embedded, classroom-by-classroom instructional support that incorporates research-based strategies to translate student needs (based upon data) to correct, targeted instruction for escalated student growth. Teachers involved in a coaching relationship practiced new skills and strategies more frequently and apply them more appropriately than do teachers who work alone. (see Appendix 1A). The following quote from Showers and Joyce (1996) encapsulates the approach the consultant firms listed in Table 14 will use to achieve the MSRP goals (Tables 2, 12, 15): "Knowledge plus application results in instructional change and increased student achievement."

<b>Table 14: Instructional Consultant Team</b>		
<b>Consultant Firm</b>	<b>Consultants and Expertise</b>	<b>Summary of Firm's Effectiveness</b>
Cambium Learning Systems	Frank Smith M.Ed (6-12) Kim Marcum M.Ed(6-12) Diane Prestwich Phd.Ed (0-8) Angelee Eames M.Ed (6-12)	(1) Colorado Reading First reported an average of 8% gains (grades K–3), (2) Students in 38 of 53 high school classrooms averaged more than 2 years gains in Knox County.
Jackson Consulting	Jill Jackson M.Ed (0-12) Carrie McCoy M.Ed (K-6) Chelssee De Barra M.Ed (K-12) Earnie Lewis M.Ed (K-6) Maria Randle M.Ed (K-6) Jill Hartley M.Ed (K-12)	(1) University Elementary: Grade 3 students outperformed the state averages of students meeting PAWS benchmark in reading by over 30%, (2) Fremont County Schools: All schools are “Not In School Improvement” after being identified for five years.
Side-by-Side Consulting	Frances Bessellieu M.Ed (Prek-12) Carrie Cole M.Ed (0-8) Linda Gutlohn (K-12) Martin Kozloff, PhD (K-12)	(1) Shoshone High School: From 2008-09 to 2009-10 in the 10 <sup>th</sup> Grade ISAT: a 15% increase of students who scored proficient and a decrease by 15% of students in Basic and Below Basic from 2008-09 to 2009-10.
Velvet Bridge, Inc. SRI International	Susan D' Aniello, PhD. (Elementary and Secondary) Beverly Colombo M.Ed, AB.D. (Elementary and Secondary) Leslie Herod M.Ed (Secondary) Keith Lenz Ph.D (Secondary)	(1) California high school API gain for NCLB was 82% growth (129 points) for school wide and reading interventions, (2) Students in Oregon Striving Readers middle schools averaged 1-2 year gains in reading with an effect size of .27, (3) Students in California district high schools averaged at least 2 years gain in reading.

### **C. Project Management(iii)**

The OPI is currently working in partnership with educational stakeholders across Montana to begin addressing the need for continuous school improvement towards increasing literacy achievement for all children. It is important to all stakeholders involved to build on current efforts toward the goal of developing a statewide comprehensive literacy initiatives aligned to college and career standards. High standards and students' ability to meet them will depend on effective literacy instruction across the curriculum. The development of strong literacy skills as a continuum of teaching and learning from birth through grade 12 is essential to ensuring that all young people graduate with the advanced skills essential for success in today's world. To ensure diversity of perspectives in the development of the MSRP each MT Statewide Community Partner, MT Literacy Team members, and MT OPI Statewide Divisions Team members were **1)** Given a detailed description of the grant application, **2)** Sent components of the

application to review, and 3) Given the opportunity to provide input and feedback about the application.

To ensure the continuation of these perspectives, the MT OPI Implementation Team will meet with the Statewide Teams quarterly as identified in Table 12.

## **SECTION D: ADEQUACY OF RESOURCES**

### **D. Adequacy of Resources (i)**

The MSRP is confident that the costs listed in Table 15 and in the budget narrative are reasonable in relationship to the MSRP's objectives, design, and significance. See Table 12 for activities listed under each MSRP Goal and Table 15 for an overview of the first year of funding that will support the implementation of those activities. Table I in the budget narrative provides exact costs of required MSRP activities and a detailed budget for a small and large LEA or Head Start program.

### **D. Adequacy of Resources (ii)**

The OPI is fully confident and will ensure that SCRL subgrant funds are allocated using the 15, 40, 40 formula according to the structure of the eligibility criteria. LEAs may only include two elementary schools in addition to one middle school and one high school to help ensure that the proportionate funding of 40% to K-5 schools and 40% to middle and high schools can be met. The relatively smaller number of Head Starts, Early Head Starts, and district operated special education pre-schools will establish a smaller pool for which 15% of available funds will be appropriate. The OPI will absolutely ensure that the 15, 40, and 40 proportions are followed in approving the subgrant awards(see p. 39 for full explanation of meeting this criteria).

### **D. Adequacy of Resources (iii)**

Table 15 clearly shows how the MT OPI and the LEAs and Head Start programs will integrate funds in order to maximize the impact of the MSRP and ultimately sustain the MT Literacy Plan.

<b>Table 15: Overview of MSRP First-Year Costs</b>				
<b>MSRP Goal</b>	<b>SEA Budget for MSRP Funds</b>	<b>SEA Budget: Leveraging Additional Funds</b>	<b>LEA and Head Start Program Budget for MSRP Funds</b>	<b>LEA and Head Start Program Budget: Leveraging Additional Funds</b>
Goal 1	\$0	\$100,000- MT Literacy Framework	\$0	\$0



		Formula Grant		
Goal 2	\$136,500	\$20,000- additional personnel costs for OPI Divisions Team	\$0	\$6,000
Goal 3 Goal 5	\$120,000	\$300,000- additional personnel costs for OPI Implementation Team and travel	\$163,000 to \$263,000, based on child and student population	10% of Title I and Head Start funds
Goal 4	\$58,500	\$70,000- OPI Website resources, technology costs	\$14,500 to \$20,600, based on child and student population	Technology Costs to support Assessment Databases and technology purchases to meet competitive priority
<b>TOTAL COSTS</b>	<b>\$315,000</b>	<b>\$490,000</b>	<b>\$177,500- \$283,600</b>	<b>\$6,000 plus technology costs and 10% Title I funds</b>

The MT OPI Implementation Team is already fully staffed and funded under state and federal funds.

Thus, MSRP personnel costs will be limited to ensure sustainability of personnel beyond the MSRP funding. In addition, the OPI has extensive experience with federal literacy grants and has built over ten years of resources and personnel (5 of 6 team members have been with the OPI through REA, RF, ERF, and the RTI project). Also, the MT OPI Statewide Divisions Team is currently implementing many components of the MSRP through existing and ongoing efforts such as standards-based curriculum, five year planning processes, school improvement processes, RTI, PBIS (MBI), and ERF. OPI is committed to ongoing collaboration with community partners to provide high quality literacy instruction. The MT Statewide Literacy Team and MT Statewide Community Partners Team were included in the MSRP to ensure that all LEAs and Head Start programs will have access to the continuous school improvement processes to assist with sustainability of the MT Literacy Plan.

#### **D. Adequacy of Resources (iv)**

Using the eligibility criteria identified on p. 39, 112 LEAs and 150 Head Start programs are eligible to apply for the state subgrant competition. The MSRP has categorized the LEAs and Head Start programs by the number of students or children, and grant funds will be awarded based on the size of the LEA's and Head Start program's populations (see Table 16). In addition, the OPI has extensive experience in providing adequate funding for grant activities through subgrants and contracts within REA, RF, ERF, and RTI projects. A set funding amount of \$200,000 per year worked for the mid-sized schools in REA,

but did not meet the needs of the largest schools. The range of approximate funding created for K-3 RF schools (\$200,000 to \$350,000) provided more than adequate funding for each school. Table 16 shows the range of funding for: **1)** required MSRP activities, and **2)** additional funding for LEAs and Head Start programs personnel, travel, equipment, materials, and supplies identified within the needs assessments and subgrant application, and **3)** the number of on-site support days from the MT OPI Implementation Team and Instructional Consultant Implementation Team.

<b>Table 16: Funding and Support</b>					
<b># of Students or Children</b>	<b>Funds Needed Yearly</b>	<b># of On-site Support Days per Month from OPI Implementation Team Member (September-May)</b>	<b># of On-site Support Days per Month from Instructional Consultant (October-April)</b>	<b>Funds for Required MSRP Activities (see * in Table I of budget narrative)</b>	<b>Funds for Additional Needs identified in a LEA's or Head Start program's subgrant application</b>
1-200	\$250,000	1	2	\$100,000	\$150,000
201-500	\$300,000	2	4	\$125,000	\$175,000
500-750	\$375,000	3	5	\$150,000	\$225,000
751+	\$400,000	3	6	\$175,000	\$225,000

Based on this analysis, the MSRP is anticipating awarding between 25 and 35 subgrants, impacting over 8,000 children and students and 500 teachers. With additional state and federal funds (\$400,000 per year) the OPI administrative budget is more than doubled. When LEAs and Head Start programs align their additional funds to their budgets, it will also increase by 40 to 50 percent (based on experience with RF and the RTI project) thus providing more than adequate funding. In addition, 10% of their Title I funds will directly support the activities listed within their subgrant applications. Based on this analysis, the MSRP is anticipating awarding between 25 and 35 subgrants, impacting over 8,000 children and students and 500 teachers, ultimately improving student literacy for the state of Montana.